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ABSTRACT

The KAPS (or Keeping All Pupils in School) program was initiated by the Baltimore City Public Schools in 1969, using funds provided under Title VIII of the Elementary and Secondary Education Act. This evaluation deals with the academic year 1970-71, the second full year of the project's evaluation. Most important among the goals of Project KAPS is the reduction of the dropout rate in the seven target schools. There were four other overall goals: (1) to increase attendance in the KAPS Kluster; (2) to increase project participants' achievement scores; (3) to increase critical thinking; and, (4) to effect positive attitude changes. KAPS is unique among Federally-funded projects in the Baltimore City Public School system. On a cost-per-pupil basis, the KAPS budget of $827,000 for 1970-71 is well-endowed in relation to ESEA Title I in Baltimore: $520-plus for each KAPS student as opposed to a Title I projection of less than $300 per target child. In addition, the Project is highly concentrated involving only seven inner-city elementary and secondary schools, the furthest apart of which are still within walking distance of each other. The overall student population of approximately 7,000 is very well defined, as in the community to be involved and served--the Broadway corridor in East Baltimore. (Authors/JM)

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EVALUATION

ESEA TITLE VIII DROPOUT PREVENTION PROGRAM

"PROJECT KAPS"

School Year 1970-71

Baltimore City Public Schools
3 East 25th Street
Baltimore, Maryland 21218

Report prepared by
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August 1971

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EDUCATION & WELFARE
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FORWARD

This report on the 1970-71 Dropout Prevention Program in Baltimore City was prepared by staff members of the Baltimore City Public Schools Bureau of Instructional Research according to guidelines set forth by the Project Director and the ESEA Title VIII office of the United States Office of Education. The Evaluation Design on which the report is based was prepared not by the Evaluators but by outside consultants contracted by the Project Director.

The project was made possible only by the informed and cooperative efforts of school board members, certain professional colleagues, teachers, principals, pupils and members of the community. It is for these individuals that this report was written. The aim was to prepare a narrative meeting the USOE specifications but also that someone other than research specialists could understand. For this reason technical terminology and methodology have been avoided.

It is hoped that the users of this report will be able better to plan and implement instructional programs. All readers are invited to make suggestions to the Division of Research and Development for improvement in the evaluative process.

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ACKNOWLEDGEMENTS

The Evaluators owe special votes of thanks to several people: to Lonnie Ewing who devoted his summer to collecting test and achievement data, to Frances Miller and particularly to Edna Hendler who created a finished document out of an unintelligible handwritten manuscript, to Quentin Lawson for his patience and cooperation, and to Dr. Clara Grether who somehow found time to critically read and react to yet another report. Without these efforts, preparation of this report as it currently exists would not have been possible.

N.C.C.
E.R.J.

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INTRODUCTION

During 1968, Baltimore City Public Schools was invited to apply to the United States Office of Education for funds under Public Law 90-247. The purpose of this legislation, Title VIII of the Elementary and Secondary Education Act, "is to foster the development and demonstration of educational practices for the reduction and prevention of dropouts in urban and rural schools having a high dropout rate and having a high concentration of children from lower income families."[1]

Baltimore submitted a preliminary application in December 1968 and a formal application in May 1969. Baltimore's program was given the title of KAPS, an acronym for Keeping All Pupils in School. Funding was approved for KAPS beginning with the 1969-70 academic year. The following evaluation report deals with the academic year 1970-71, the second full year of the project's operation.

Evaluation has been defined as a systematic procedure of collecting and analyzing information for the purpose of decision-making. The evaluation of Project KAPS is, therefore, viewed as more than a simple year-end fulfillment of a Federal requirement: it is designed to be an on-going activity which will seek to provide continuous monitoring and feedback to program personnel as a basis for administrative study and, where necessary, program redirection. Further, the Evaluation is made available to an independent education Auditor. This is an unusual feature of KAPS which allows for objective review of the Evaluation and its procedures. For this reason, it is necessary to make direct reference to the Evaluation Design in order to make it clear what has been accomplished in relation to that plan.

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[1] Application for Formal Proposal under Title VIII, P.L. 90-247, "Dropout Prevention Program," Department of Health, Education and Welfare, Office of Education, Washington, D.C., 1968, p. 1.

KAPS is unique among Federally-funded projects in the Baltimore City Public School system. On a cost-per-pupil basis, the KAPS budget of $827,000 for 1970-71 school year is well-endowed in relation to ESEA Title I in Baltimore: $520-plus for each KAPS student as opposed to a Title I projection of less than $300 per target child.[1] In addition, the Project is highly concentrated, involving only seven (7) schools, the furthest apart of which are still within walking distance of each other. The overall student population of approximately 7,000 is very well defined, as is the community to be involved and served--the Broadway corridor in East Baltimore.

There are, however, complicating factors which distort somewhat the picture for evaluation purposes. One problem area is the presence of other special programs in the KAPS schools. All seven schools are located in the inner-city action area and are part of the ESEA Title I program under which there are treatments at preschool, elementary and secondary levels.[2] Title I intervention provides additional staffing, cultural exposure and material in an effort to aid disadvantaged youth. The end result after exposure to both Title I and Title VIII may be improvement in the subjects' attitudes, achievement, dropout rates, attendance patterns, etc., with little possibility of determining statistically which treatment or combination of treatments brought about the changes.

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[1] The per-pupil costs are not weighted but are based on total numbers of children and amounts of money projected for the programs.

[2] Maps of the target area are contained in Appendix A.

Additionally, the make-up of KAPS does not easily lend itself to scientific and analysis. There are five program components in which pupils are directly involved--Daily Program, Earn and Learn, Teacher Accountability Plan, STAY Center, and Community Liaison Assistants--and one--Staff Training--which will have indirect effect on them. At the same time, there are multiple foci within each component--the Tele-School program, tutorial efforts and school-connected jobs within Earn and Learn, for example--which further cloud the path the Evaluators must follow. This multi-faceted approach has inevitably forced the Evaluators to be selective regarding in-depth study.

KAPS was not instituted as a research project but as an effort to serve children and parents by reducing school dropouts. The children served come from an area where low educational backgrounds prevail, along with high unemployment, large families, low-skilled occupational activities, high incidence of rented property and welfare support, disturbing crime rates and juvenile delinquency and poor health. These adversities work to frustrate the children and create social, cultural and health stresses all of which seem to combine to make the children dropout prone. It was therefore, deemed more important to give prime consideration to the pupils whose needs prompted development of KAPS and involve them wherever and as often as appropriate, i.e. without consideration as to the confounding effect on evaluative data.

The first year of Project KAPS operation (1969-70) was evaluated by the Service Corporation of America a private firm under contract to the Baltimore City Public Schools.[1] During the summer of 1970, the Project Director proposed that the 1970-71 evaluation be conducted "internally," that is, by persons on the school system staff. This mode of operation is in keeping with the policy being established nationally throughout Title VIII, and is aimed at supplying more continuous feedback to the Project.

Dialogue over the internal or external locus of the evaluation involved the Project staff, the Division of Research and Development, the Superintendent of Public Instruction and the Project Officer assigned to KAPS by the United States Office of Education. The final decision to proceed with an internal evaluation was not reached until September, and assignment of a KAPS Evaluator to the Research Division's staff was not approved until 6 November. The Evaluation Design was not available until mid-December, and it was 15 January 1971 when the Critique of Evaluation Design was presented by the Auditor, Alfred J. Morin and Associates. [2]

Ideally, an evaluation staff and a workable design should be available at the time the Project begins operation. The status of

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[1] See First Year Evaluation Report of the Dropout Prevention Program of the Baltimore Public School System, The Service Corporation of America, Baltimore, Maryland, 1970.

[2] Project KAPS, Report No. 1, Critque of Evaluation Design, 1970-71. Alfred J. Morin and Associates, Washington, D.C. 1971.

KAPS Evaluation was undecided for so long that the Evaluators operated at a disadvantage as to time. Evidence of this problem is found in areas of the report where the Evaluators were obliged to forego longitudinal and cross-component studies of the KAPS pupils and statistical analyses of data. Additionally,the early publication date demanded by the United States Office of Education did not allow the Evaluators to wait for year-end automated reports. As a result, collection of dropout and attendance data was terminated in late June when the 31 May 1971 reports were produced. Spring 1971 city-wide test results were unavailable in the summer, compelling the Evaluators to rely on testing conducted within KAPS--data for which no longitudinal comparisons existed.

This report is divided into chapters, one for each component and one each for discussion of terminal objectives and management. Where appropriate, individual chapters are broken down into three sections -- overview, assessment, and recommendations. Within assessment sections, objectives are italicized in order to make them apparent to the reader, and descriptive evaluation follows each.

6.

TERMINAL OBJECTIVES

Most important among the goals of Project KAPS is the reduction of the dropout rate in the seven target schools. This, therefore, became the primary terminal objective of the 1970-71 project. There were four other overall goals which, while important, were secondary to consideration of dropout rate. They were: (1) to increase attendance in the KAPS Kluster, (2) to increase project participants' achievement scores, (3) to increase critical thinking, and (4) to effect positive attitude changes.

The dropout rate in the target schools will be reduced by 15% under the average of the five academic years 1964-69 by the end of the 1970-71 academic year.

A dropout is defined as a pupil who leaves school for any reason except death before he graduates or completes a program and does not transfer to another school. Students who withdraw from the Baltimore City Public Schools are categorized according to their reason for leaving. For purposes, of this study, those pupils who fell into the following categories were considered dropouts:

1. over 16 and not included elsewhere,
2. induction into armed forces,
3. entry into an institution,
4. marriage,
5. certified unable to benefit from further schooling, and
6. whereabouts unknown.

Because of the confounding of pupil withdrawals for physical reasons and death and changes in administrative procedures over the period of time being studied, that category has been ignored for purposes of comparability.

Project school dropout data for the period September 1970-May 1971 are displayed in Tables 1 (elementary schools) and 2 (secondary schools). The presentations provide comparison of current-year trends with recent years' data and with the average dropout rates for the period 1964-65 through 1968-69.

A total of twenty students dropped out of elementary target schools from September 1970 through May 1971. This figure compares favorably with the totals for similar periods in 1968-9 and 1969-70--29 and 23 respectively. The individual-school criteria, however, are based on the 1964-69 period when the average among the five target schools was 15 dropouts a year. As a result, only two elementary schools, #2 and #109, achieved criterion. The largest deficit was at School #116 where the criterion rate was 0.11% and the actual 1970-71 rate 1.07%. (See Table 1.)

On the secondary level (Table 2 below), the Evaluators noted appreciable progress at Lombard Junior High School (#57), but regression at Dunbar Community High School (#133). At Lombard, 120 students dropped out between September and May of the current year. Although this number yields a dropout rate of 7.2% against a criterion of 5.1%, there is cause for encouragement. One-hundred seventy-one students dropped out of Lombard during a similar period last year (1969-70),

TABLE 1

A COMPARISON OF DROPOUT NUMBERS AND RATES* IN KAPS ELEMENTARY TARGET SCHOOLS:

SEPTEMBER 1970 - MAY 1971 VERSUS OTHER SELECTED PERIODS OF TIME

	DROPOUTS														
	School #2			School #102			School #109			School #116			School #139		
TIME PERIOD	Net Roll	No.	Av.%	Net Roll	No.	Av.%	Net Roll	No.	Av.%	Net Roll	No.	Av.%	Net Roll	No.	Av.%
1964-69 Average	899	4.2	0.46	1077	2.6	0.24	443	3.2	0.71	493	0.6	0.12	1339	4.4	0.32
1968-69 Year	825	7	0.84	980	6	0.61	439	7	1.57	455	1	0.22	1282	8	0.62
1969-70 Year	764	3	0.39	912	11	1.19	443	4	0.89	470	0	0.00	1192	6	0.50
9/1968-5/1969	830	7	0.84	982	6	0.61	436	7	1.58	456	1	0.22	1283	8	0.62
9/1969-5/1970	766	3	0.39	912	11	1.19	443	4	0.89	467	0	0.00	1194	6	0.50
9/1970-5/1971	690	2	0.29	831	6	0.72	458	1	0.22	463	5	1.07	1070	6	0.56
1970-71 Annual Criterion			0.45			0.23			0.70			0.11			0.31

* Formula used to develop dropout rates: number of dropouts ÷ end of year (or month in the case of May) net roll + number of dropouts.

TABLE 2

A COMPARISON OF DROPOUT NUMBERS AND RATES* IN KAPS SECONDARY TARGET SCHOOLS:

SEPTEMBER 1970 - MAY 1971 VERSUS OTHER SELECTED PERIODS OF TIME

	DROPOUTS					
		Lombard Jr. H. School #57			Dunbar Sr. H. School #135	
Time Period	Net Roll	No.	Av.%	Net Roll	No.	Av.%
1964-69 Average	1900	121	6.0	1551	262	14.5
1968-69 Year	1750	153	8.0	1244	331	21.0
1969-70 Year	1757	172	8.9	1261	144	10.2
9/1968-5/1969	1754	151	7.9	1243	331	21.0
9/1969-5/1970	1759	171	8.8	1264	143	10.2
9/1970-5/1971	1558	120	7.2	1202	236	16.4
1970-1971 Annual Criterion			5.1			12.3

* Formula used for developing dropout rates: number of dropouts÷ end of year (or month in the case of May) net roll + number of dropouts.

42% more than during 1970-71. The school experienced a decrease in population from 1969-70 to 1970-71 but the drop was only 13%. The number of current-year dropouts (120) also compares favorably to the 1968-69 total which was 151 through May.

At Dunbar, the data are not as promising. During the past three years, the school population has remained stable (within 5%), but the dropout rate has fluctuated greatly. During the first nine months of the 1970-71 year, 236 pupils dropped out, a rate of 16.4%. This rate is well above both the annual criterion, 12.3%, and the 1964-69 average, 14.5%. Dunbar has improved over 1968-69 when 331 pupils dropped out, a rate of 21.0%. It is, however, lagging far behind 1969-70 when there were only 144 dropouts over the course of the year (10.2%). This increase of nearly 100 student dropouts should be of considerable concern to the Project, since it suggests that attempts at improvement in attitude and motivation are not succeeding.

> *The daily attendance level (i.e., average daily attendance) in the target schools will be increased by 20% over the average of the five academic years, 1964-69, by the end of the 1970-71 academic year of the project.*

The five elementary target schools were unsuccessful in raising their 1970-71 attendance to criterion levels. Average rates ranged from 85.9% to 88.7% while criteria extended from 89.0% to 91.1%. September-to-May attendance data for the past three years reveal steady rate increases in two schools--#102 and #109. School #116's rate has declined during each of these years while the percentage at #139 has vacillated and School #2's figure has remained fairly steady. Current rates for only two schools--#102 and #109-- are above their average for the 1964-1969 period. These figures tend to bear out the trend noted in the Interim Evaluation Report where the Evaluators suggested that the criteria would not be met.[1] (See Table 3 below.)

The secondary target schools are far below their criteria relative to attendance. The 1970-71 rate at Lombard Junior High School (#57) was 72.9%, and at Dunbar Community High School (#133), it was 69.3%. The annual criteria were 83.3% and 83.5% respectively. At both schools, the current year rates are less than those of the previous two school years and are well below the 1964-69 averages--by 6.3% in rate at Lombard and 10.1% in rate at Dunbar (See Table 4 below.)[2]

> *Twenty-five percent (25%) of the potential dropout population will attain at least a "6 months" advance in competency during the academic year, and 100% of the potential dropout population will attain at least a "4 months" advance in competency in each of the following areas:*
>
> 1. *reading comprehension,*
> 2. *language arts (ITBS language total),*
> 3. *arithmetic computation, and*
> 4. *arithmetic reasoning.*

As was mentioned in the introduction to this report, the timing of publication necessitated a complete redirection of data collection relative to achievement. The Baltimore City Public Schools give the Iowa Tests of Basic Skills on a system-wide basis each Spring to students in grades 3-9. The Evaluators planned to use Spring 1970

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[1] N. Craig Cutter and Earl R. Jones, Interim Evaluation Report-ESEA Title VIII Dropout Prevention Program (Baltimore: Baltimore City Public Schools, Division of Research & Development, Bureau of Instructional Research (March, 1971), p. 9.

[2] 1970-71 attendance at target schools is graphically displayed in Appendix C.

TABLE 3

A COMPARISON OF ATTENDANCE RATES IN KAPS ELEMENTARY TARGET SCHOOLS: SEPTEMBER 1970 - MAY 1971 VERSUS OTHER SELECTED PERIODS OF TIME

	AVERAGE PERCENTAGES OF ATTENDANCE				
TIME PERIOD	Sch. #2	Sch. #102	Sch. #109	Sch. #116	Sch. #139
1964-1969 Average	88.4	86.3	86.9	88.9	88.6
1968-69 Year	85.9	86.0	86.1	87.7	88.0
1969-70 Year	86.3	87.6	87.3	86.6	88.8
9/1968 - 5/1969	85.9	86.2	86.0	87.5	88.1
9/1969 - 5/1970	86.5	87.8	87.6	87.1	89.0
9/1970 - 5/1971	86.4	88.7	88.2	85.9	87.3
1970-71 Annual Criterion	90.7	89.0	89.5	91.1	90.8

TABLE 4

A COMPARISON OF ATTENDANCE RATES IN KAPS SECONDARY TARGET SCHOOLS:

SEPTEMBER 1970 - MAY 1971 VERSUS OTHER SELECTED PERIODS OF TIME

	AVERAGE PERCENTAGES OF ATTENDANCE	
TIME PERIOD	Lombard Jr. H. S. #57	Dunbar Sr. H. S. #133
1964-1969 Average	79.2	79.4
1968-69 Year	73.4	73.8
1969-70 Year	73.9	71.3
9/1968 - 5/1969	73.9	73.9
9/1969 - 5/1970	74.6	71.5
9/1970 - 5/1971	72.9	69.3
1970-71 Annual Criterion	83.3	83.5

data as a pre-test measure and Spring 1971 results as a post-test comparison. Spring data, however, are not completely processed for release with the school system until the following Fall, and the earliest the Division of Research and Development could plan to have Iowa results available for analysis was the end of August. Fall publication of this report and its release sans test results were both unacceptable alternatives. The Evaluators, therefore, turned to testing which was conducted on a pre-test-post-test basis within Project KAPS during the 1970-71 year--being administered and scored by members of the Project Staff--and have applied the growth criteria listed in the original objective to these results.

Elementary Daily Program - Students in the four Elementary Daily Program classes--one each in Schools #102, #109, #116, #139--were given the Comprehensive Tests of Basic Skills in September 1970 (Form R) and May 1971 (Form Q), measuring their achievement levels in reading and mathematics. Table 5 below displays average pre and post-test data for the students tested, 84 in reading and 63 in mathematics. Gains are apparent in both areas, averaging 6 months in reading and 9 months in mathematics. Only 16 pupils, 12 in reading and 4 in math, suffered losses on their post-test scores. It should be noted, however, that the majority of the pupils measured, 101 out of 147 were fifth and sixth graders, and post-test grade equivalent score averages of 3.4 (reading) and 4.3 (mathematics) leave them far below grade level.

In Table 6, Elementary Daily Program participants are matched against their 1970-71 achievement criteria. Without exception, the

TABLE 5

AVERAGE 1970-71 ACHIEVEMENT TEST SCORES FOR ELEMENTARY DAILY PROGRAM PARTICIPANTS PRE-TESTED (SEPTEMBER, 1970-FORM R) AND POST-TESTED (MAY, 1971-FORM Q) WITH THE COMPREHENSIVE TESTS OF BASIC SKILLS-EXPRESSED IN GRADE EQUIVALENT FORM

	Number of Students	Average Score		Net Difference	Number of Students With Gain	Average Gain	Number of Students With No Change	Number of Students With Loss	Average Loss
		Pre-Test	Post-Test						
School #102									
Reading	21	3.0	3.9	+0.9	17	1.2	1	3	0.4
Mathematics	21	3.5	4.6	+1.1	19	1.3	0	2	0.3
School #109									
Reading	12	3.2	3.7	+0.5	11	0.7	0	1	1.2
Mathematics	10	3.7	4.3	+0.6	10	0.6	0	0	---
School #116									
Reading	19	2.6	3.0	+0.4	15	0.7	0	4	0.4
School #139									
Reading	32	2.6	3.1	+0.5	28	0.6	0	4	0.3
Mathematics	32	3.3	4.1	+0.8	29	0.9	1	2	0.4
Composite									
Reading	84	2.8	3.4	+0.6	71	0.8	1	12	0.6
Mathematics	63	3.4	4.3	+0.9	58	1.0	1	4	0.4

Source: KAPS teacher records.

TABLE 6

COMPARISON OF PRE AND POST-TEST RESULTS ON COMPREHENSIVE TESTS OF BASIC SKILLS (FORMS R AND Q) FOR ELEMENTARY DAILY PROGRAM PARTICIPANTS WITH THEIR 1970-71 ACHIEVEMENT CRITERIA

	Students With Gain ≧ 6 Months 9/70-5/71	Per-Cent	Relation to 25% Criterion	Students With Gain ≧ 4 Months	Per-Cent	Relation to 100% Criterion
School #102						
Reading	12 of 21	57.1%	+32.1%	17 of 21	81.0%	-19.0%
Mathematics	15 of 21	71.4%	+46.4%	16 of 21	76.2%	-23.8%
Both Tests	7 of 21	33.3%	+ 8.3%	12 of 21	57.1%	-42.9%
School #109						
Reading	7 of 12	58.3%	+33.3%	9 of 12	75.0%	-25.0%
Mathematics	5 of 12	41.7%	+16.7%	6 of 12	50.0%	-50.0%
Both Tests	0 of 3	0.0%	-25.0%	1 of 3	33.3%	-66.7%
School #116						
Reading	9 of 19	47.4%	+22.4%	12 of 19	63.2%	-36.8%
School #139						
Reading	14 of 32	43.8%	+18.8%	21 of 32	65.6%	-34.4%
Mathematics	23 of 32	71.9%	+46.9%	26 of 32	81.3%	-18.7%
Both Tests	11 of 32	34.4%	+ 9.4%	17 of 32	53.1%	-46.9%
Composite						
Reading	42 of 84	50.0%	+25.0%	59 of 84	70.2%	-29.8%
Mathematics	43 of 63	68.3%	+43.3%	48 of 63	76.2%	-23.8%
Both Tests	18 of 56	32.1%	+ 7.1%	30 of 56	53.6%	-46.4%

four classes exceeded the criterion requiring 25% of the students to gain at least 6 months between pre and post-testing and did not approach the criterion calling for 100% of those tested to gain 4 months or more. Summary figures show that 42 of 84 students tested for reading gained 6 months or more (50.0%) and 43 of 63 (68.3%) made similar advances in mathematics. Gains of 4 months or more were made by 70.2% and 76.2% of the students in reading and mathematics respectively.

Pilot Classes - Seventy members of the four Pilot Classes at Dunbar (School #133) were tested with the Stanford Diagnostic Reading Test in September 1970 (Form W) and May 1971 (Form X). Their average pre-test grade equivalent score was 5.2 and their post-test average was 5.7, both far below grade level for tenth graders. Forty-seven pupils demonstrated gains while 16 lost. Of those who improved, 27, or 38.6%, gained 6 months or more and 33 (47.1%) gained at least 4 months Again, the criteria for success were 25% and 100% respectively.[1]

Mathematics Lab - The Comprehensive Tests of Basic Skills in mathematics was administered in September 1970 and May 1971 to twenty Dunbar students who were involved in the Mathematics Lab. These pupils compiled a post-test average grade equivalent score of 5.3, seven months above their pre-test mean of 4.6. Three quarters of the class gained a month or more. Nine advanced at least 6 months, 45%, as opposed to the 25% criterion. Gains of 4 months or more were registered by 70% of the pupils (14 of 20), well under the 100% criterion.

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[1] It should be remembered that diagnostic tests such as this one are designed to be used, either alone or in concert with achievement tests, to assess why students are doing poorly and what may be done to help them, not primarily to yield grade level measures. Additionally, diagnostic instruments are easier to complete since they are designed to assessbelow-average performance, and the correlation between Stanford Diagnostic and Achievement Tests is not high. Nonetheless, grade levels below grade 7 for 10th graders are indicative of poor overall achievement.

Reading Lab - At Dunbar, 37 Reading Lab pupils took the Stanford Diagnostic Reading Test in September 1970 (Form W) and again in May 1970 (Form X). The class showed gains in both vocabulary (1 year 8 months) and comprehension (1.6). Eighteen of those tested (48.6%) achieved a gain of 6 or more months on both sub-parts, nearly twice the 25% criterion. Twenty-four (64.9%) gained at least 4 months, well below the 100% goal in this area.[1] (See Tables 7 and 8 below.)

Behavior Modification - Tables 9 and 10 display achievement data for Behavior Modification students. Pupils from the original experimental and control classes, along with members of classes added to the program during the year, received the Comprehensive Reading and Mathematics Tests of Basic Skills in September 1970 (Form R) and May 1970 (Form Q). The average gain for 139 students in mathematics was 7 months. One hundred twenty-nine students compiled a mean gain of one year in reading. Over one-third of those who were pre and post-tested in both subject areas (45 of 115) gained 6 months on each test. Half the students gained 4 months or more, only half the criterion number.

Teacher Accountability-Plan - One hundred fifty-three Dunbar tenth graders, participants in the Teacher Accountability Plan component, were pre and post-tested with the Gates-McGinitie Reading Test. Forms D1 and E1 were used in September, D2 and E2 in May. Average scores reported

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[1] Ibid.

TABLE 7

AVERAGE 1970-71 ACHIEVEMENT SCORES FOR READING LAB PARTICIPANTS (SCHOOL 133-GRADE 10) PRE-TESTED (SEPTEMBER 1970-FORM W) AND POST TESTED (MAY 1971-FORM X) WITH THE STANFORD DIAGNOSTIC READING TEST REPORTED IN GRADE EQUIVALENT FORM

Test Sub-Part	Number of Students	Average Score		Net Difference	Number of Students With Gain	Average Gain	Number of Students With No Change	Number of Students With Loss	Average Loss
		Pre-Test	Post-Test						
Vocabulary	37	4.8	6.6	1.8	33	2.2	0	4	1.1
Comprehension	37	5.3	6.9	1.6	31	2.1	1	5	0.6
Average	37	5.0	6.8	1.8	32	2.0	2	3	0.5

TABLE 8

COMPARISON OF PRE AND POST-TEST RESULTS ON THE STANFORD DIAGNOSTIC READING TEST (FORMS W&X) FOR READING LAB PARTICIPANTS (SCHOOL 133-GRADE 10) WITH THEIR 1970-71 ACHIEVEMENT CRITERIA

Test Sub-Part	Students With Gain ≧ 6 Months 9/70 - 5/71	Per-Cent	Relation to 25% Criterion	Students With Gain ≧ 4 Months 9/70 - 5/71	Per-Cent	Relation to 100% Criterion
Vocabulary	28 of 37	75.7%	+50.7%	31 of 37	83.8%	-16.2%
Comprehension	25 of 37	67.6%	+42.6%	30 of 37	81.1%	-18.9%
Average	29 of 37	78.4%	+53.4%	30 of 37	81.1%	-18.9%
Both Sub-Parts	18 of 37	48.6%	+23.6%	24 of 37	64.9%	-35.1%

TABLE 9

AVERAGE 1970-71 ACHIEVEMENT SCORES FOR BEHAVIOR MODIFICATION PARTICIPANTS (School #57-GRADES 8 AND 9) PRE-TESTED (SEPTEMBER 1970-FORM R) AND POST-TESTED (MAY 1971-FORM Q) WITH THE COMPREHENSIVE TESTS OF BASIC SKILLS REPORTED IN GRADE EQUIVALENT FORM

Test	Number of Students	Average Scores		Net Difference	Number of Students With Gain	Average Gain	Number of Students With No Change	Number of Students With Loss	Average Loss
		Pre-Test	Post-Test						
Mathematics	139	6.3	7.0	0.7	106	1.1	1	32	0.7
Reading	129	5.6	6.6	1.0	104	1.4	5	20	0.6

TABLE 10

COMPARISON OF PRE AND POST-TEST RESULTS ON THE COMPREHENSIVE TESTS OF BASIC SKILLS (FORMS R & Q) FOR BEHAVIOR MODIFICATION PARTICIPANTS (SCHOOL #57-GRADES 8 and 9) WITH THEIR 1970-71 ACHIEVEMENT CRITERIA

Test	Students With Gain ≥ 6 Months 9/70-5/71	Per-Cent	Relation to 25% Criterion	Students With Gain ≥ 4 Months 9/70-5/71	Per-Cent	Relation to 100% Criterion
Mathematics	76 of 139	54.7%	+29.7%	87 of 139	62.6%	-37.4%
Reading	88 of 129	68.2%	+43.2%	95 of 129	73.6%	-26.4%
Both Tests	45 of 115	39.1%	+14.1%	59 of 115	51.3%	-48.7%

in Table 11 show advances in both vocabulary and comprehension, one-year-four-months and one year respectively. In speed, the mean change was an advance of three months; accuracy data, however, reveal a regression of four months over the course of the year. When the TAP test results are matched against their 1970-71 criteria, the results are not favorable (See Table 12 below.)

The number of pupils tested who gained 6 months or more on individual sub-parts ranged from 102 on vocabulary (66.7%) to 44 on accuracy (28.8%), and all four percentage totals are above the 25% criterion. However, only 23 of 153 testees (15.0%) demonstrated 6 month gains on all four sub-parts, 10 percentage points below criterion.

The criterion requiring 100% of the students tested to gain at least 4 months was not met. Only 28 students achieved the goal on all four sub-parts of the test, a percentage deficit of 81.7. Individually, vocabulary data were the most positive: 105 students met the criterion on that sub-test, 31.4% below criterion.

> *The "cautious attitude" score on the MAW Critical Thinking Measure will be doubled for at least 50% of the KAPS potential dropout population by the end of the 1970-71 academic year.*
>
> *The "self-concept" score on the Bolea Self-Concept Measure (or equivalent) will be increased by 5 points for at least 30% of the potential dropout population by the end of the 1970-71 academic year.*

This area of the Evaluation was problematic. Late availability of the Research Design (mid-December) did not allow for beginning-and-

TABLE 11

AVERAGE 1970-71 ACHIEVEMENT SCORES FOR TEACHER ACCOUNTABILITY PLAN PARTICIPANTS (SCHOOL #133-GRADE 10) PRE-TESTED (SEPTEMBER 1970-FORM 1) AND POST-TESTED (MAY 1971 FORM 2) WITH THE GATES-McGINTIE READING TESTS--EXPRESSED IN GRADE EQUIVALENT TERMS

Test Sub-Part	Number of Students	Average Scores		Net Difference	Number of Students With Loss	Average Gain	Number of Students With No Change	Number of Students With Loss	Average Loss
		Pre-Test	Post-Test						
Vocabulary	153	6.1	7.5	+1.4	111	2.3	7	35	0.9
Comprehension	153	6.7	7.7	+1.0	101	1.8	13	39	0.9
Speed	153	8.4	8.7	+0.3	75	2.0	12	66	1.6
Accuracy	153	8.4	8.0	-0.4	60	1.8	14	79	2.1

TABLE 12

COMPARISON OF PRE AND POST-TEST RESULTS ON THE GATES McGINTIE READING TESTS FOR TEACHER ACCOUNTABILITY PLAN PARTICIPANTS (SCHOOL #133-GRADE 10)--EXPRESSED IN GRADE EQUIVALENT TERMS

Test Sub-Part	Students With Gain ≥ 6 Months 9/70-5/71	Per Cent	Relation to 25% Criterion	Students With Gain ≥ 4 Months	Per-Cent	Relation to 100% Criterion
Vocabulary	102 of 153	66.7%	+41.7%	105 of 153	68.6%	-31.4%
Comprehension	84 of 153	54.9%	+29.9%	90 of 153	58.8%	-41.2%
Speed	64 of 153	41.8%	+16.8%	68 of 153	44.4%	-55.6%
Accuracy	44 of 153	28.8%	+ 3.8%	50 of 153	32.7%	-67.3%
All Sub-Parts	23 of 153	15.0%	-10.0%	28 of 153	18.3%	-81.7%

ending-year use of these or any other instruments new to the Project. Both the MAW and Bolea measures were examined and discussed by the Evaluators, the KAPS Staff and members of the school system's research staff. Those involved were not convinced of the applicability or value of the two instruments in terms of the information they would provide and of the ability of the KAPS students to understand them. Thus, neither the MAW nor the Bolea were used.

Among the attitude measures eventually considered by the Project Staff and administered to some KAPS students in the Spring of 1971 was the Demos D Scale. Subsequently, use of this scale was incorporated into working copies of the 1971-72 Evaluation Design. Therefore, the evaluators elected to include discussion of it in an effort to provide some baseline reference data, however slight, for the 1971-72 Evaluation.

The Demos instrument is identified by its developer, George D. Demos of California State College at Long Beach as an attitude scale for the identification of dropouts. There are 29 items relating to four basic areas--attitudes toward teachers, attitudes toward school, school behavior, and peer or parent influences. For each item the student is asked to choose one of five responses which range from highly favorable to highly unfavorable in interpretation.

The Demos D Scale was administered to 60 students in the Pilot Classes. These Dunbar 10th graders were considered by the Project Staff to be dropout-prone, based on their attendance and achievement histories and for that reason were grouped together during 1970-71. The mean score attained by these students when measured in April and May 1971 was 62.3, which, according to Dr. Demos' scoring system, categorizes them as having a 70% chance of dropping out of school. All students but one show up as having a better than 50% chance of dropping out. These results would seem to be a conformation of Project Staff opinion concerning tendencies of Pilot Class students. However, testing would have to be conducted with a much wider sample of KAPS and non-KAPS students before any conclusions could be drawn. (The Scores are graphically displayed in Figure 1 below.)

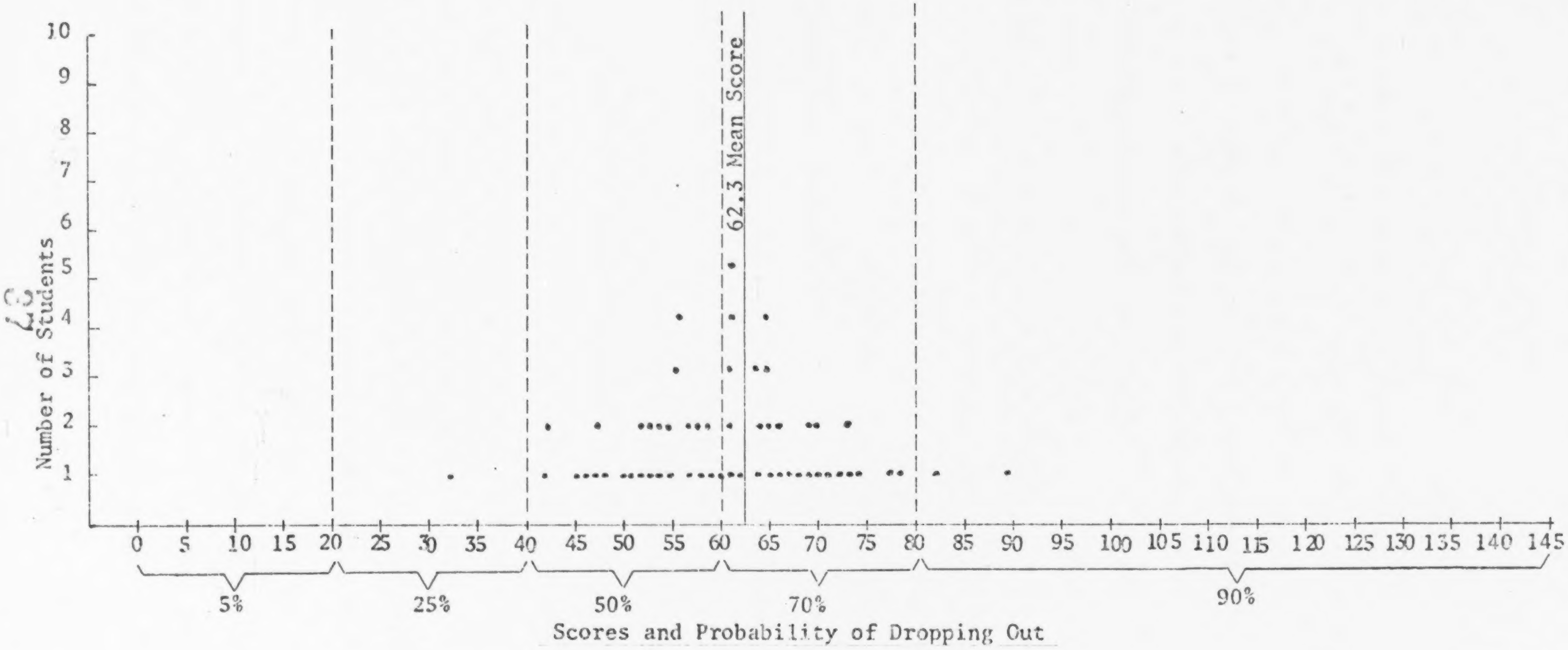

FIGURE 1

DISTRIBUTION OF SCORES AND DROPOUT PROBABILITIES OF PILOT CLASS STUDENTS ADMINISTERED THE DEMOS D SCALE IN APRIL AND MAY 1971

DAILY PROGRAM

Overview

The Daily Program is the largest component of Project KAPS, absorbing over 38% of the budget ($303,000) and involving roughly 450 of the 1600-plus students served. The emphasis of the component is on modification of the day-to-day program in the target schools through introduction of new activities aimed at helping students improve their cognitive skills while developing a healthy attitude and self-concept. In the teaching realm, concentration is on development of the ability to diagnose students' physical and academic needs. Specific subject matter areas of stress by the Daily Program are reading, mathematics, and communication skills. Various types of intervention are offered--Pilot Classes, Behavior Modification, Skill Centers, mathematics labs, and the Elementary Daily Program.

Pilot Classes - At Dunbar Community High School (#133), there were four 10th grade sections which were designated as Pilot Classes. Students in these classes were selected by the KAPS Staff on the basis of their junior high school records, the criteria being low achievement and attendance and an apparent high dropout potential. The concept was of a team-teaching experiment involving mathematics, language arts, science and social studies. Language arts teachers worked through such subject area media as drug abuse in order to make the program interesting to their students. There were two mathematics experiments--lab teaching with two classes and Addison-Wesley-model individualized instruction with the other two.

Behavior Modification - The contingency management or Behavior Modification facet of Daily Program is closely allied with the Staff Training component. (See pages 105-111 of this report.) Six classes in Unit C at Lombard Junior High School (#57) were involved. Seventy-one pupils in three sections, designated "experimental" by the Project Staff, experienced a rewards system of stimulation in all their classes. The remaining sections (75 pupils), roughly matched to the "experimental" students in terms of ability and teacher exposure and designated as "controls", experienced the treatment in only one subject area.

Participating students were rewarded for completing assigned work, contributing to classroom discussion and the like. Rewards were in the form of points recorded by the teachers on 5"x 8"cards. A Mod House was established at Lombard where students went to redeem their reward points. Payoffs included such things as games and school supplies or time to spend in the Mod House playing pool or ping pong.

During the course of the academic year, four demonstration classes were set up as a showcase for contingency management and seven additional Unit C classes were integrated into the program.

Skill Centers - Skill Centers were located in Schools #2 (elementary) and #133 (secondary). Pupils with weaknesses (identified by teachers or counselors) in mathematics or language arts attended the centers for from two to five or more periods a week. They were tested with a wide variety of diagnostic instruments in order to establish entering levels of competence, and remedial assistance was provided. Teachers were asked to prepare instructional prescriptions for students as they were phased back to normal classwork. Reading skills such as oral and silent reading comprehension were dealt with, and areas of mathematics such as problem solving and number usage were emphasized. Forty-two elementary and 40 secondary pupils were treated.

Mathematics Labs - Lombard Junior High School (#57) and Dunbar Community High School (#133) housed mathematics labs. The labs were organized as an experiment in individualized instruction to assist pupils with deficiences in the subject area. (The Skills Center at Dunbar is limited to reading, so there is no conflict here.)

Elementary Daily Program - Approximately 100 students in four elementary schools-- #102, #109, #116 and #139 -- were involved in this facet of the component. Pupils were referred by their classroom teachers for specialized work in language arts and/or mathematics. Generally, they remained in the program all year, receiving treatment for one period a day in each subject area. Before assigning work materials, such as the Distar Reading Program, to a pupil, the KAPS senior teachers conferred with the regular teacher involved and made further diagnosis based on such instruments as the Stanford Diagnostic Tests.

Assessment

During the academic year, 25% of the potential dropout population will attain at least a "6 months" advance in competency and 100% will attain at least a "4 months" advance in competency in each of the following areas:

1) *Reading Comprehension*
2) *Language Arts (ITBS Language Total)*
3) *Arithmetic Computation*
4) *Arithmetic Reasoning*

Refer to the discussion of achievement data in the Terminal Objectives section of this report.

One hundred percent (100%) of the potential dropout population will attain an attendance rate equal to 5% above the previous year's attendance rate of their school.

The Evaluators have presented attendance data for Daily Program participants in two ways. Tables 13 through 17 detail average rates for treatment groups within the component in comparison to rates for parent schools during the past two years and 1970-71 annual criteria. In Table 18 the number of pupils from each group who achieved their attendance goal is listed along with its relation to the 100% annual criterion.

Attendance data for Pilot Class participants are exhibited in Table 13 below. The 84 students measured are those who were on roll in these four 10th grade sections for at least eight of the nine academic months covered by this report. The 73.4% 1970-71 attendance average compiled by this group is more than four points above that of School #133 as a whole (69.3%) and is 0.7 in rate higher than the criterion established for it (72.7%).

TABLE 13

A COMPARISON OF 1970-71 ATTENDANCE RATES
OF PILOT CLASS PARTICIPANTS WITH
SELECTED INDICES

Group	Number of Students*	Period of Time	Average Attendance
Pilot Classes (School #133)	84	9/1970-5/1971	73.4%
School #133	1202	9/1970-5/1971	69.3%
School #133	1261	9/1969-6/1970	73.9%
Pilot Classes: 1970-71 ANNUAL CRITERION			72.7%

*Numbers of students reported for entire schools are net rolls at the end of the reporting period.

Examination of Behavior Modification attendance figures for those students who were in the involved classes for at least 8 months reveals a disappointing trend. The 72.6% average of the Experimental group, while very close to the 72.9% figure compiled by all School #57 students, is considerably below the level achieved by the Control pupils (78.9%). In addition, the Experimental classes were below their 75.2% annual criterion.

Following up a suggestion made by the Auditor, the Evaluators compiled 1969-70 attendance figures for those students in the experimental classes for comparison purposes. The data reveal that this group experienced a decline in rate of 7% over the past year, a factor which should be of considerable concern to the Project Staff. (See Table 14 below.)

TABLE 14

A COMPARISON OF 1970-71 ATTENDANCE RATES OF BEHAVIOR MODIFICATION PARTICIPANTS WITH SELECTED INDICES

Group	Number of Students*	Period of Time	Average Attendance
Behavior Modfication-Experimental (Sch #57)	71	9/1970-5/1971	72.6%
Behavior Modification-Control (Sch #57)	75	9/1970-5/1971	78.9%
Behavior Modification-Experimental (Sch #57)	71	9/1969-6/1970	79.6%
School #57	1558	9/1970-5/1971	72.9%
School #57	1757	9/1969-6/1970	73.9%
Behavior Modification:	1970-71 ANNUAL CRITERION		75.2%

*Numbers of students reported for entire schools are net rolls at the end of the reporting periods.

The attendance averages of students involved in the Skill Centers compare favorably to both their parent schools and their annual criteria. (See Table 15 below.) The 42 students in the center at School #2 compiled a 1970-71 rate of 88.2%, in comparison to the school-wide figure of 86.4% and the criterion of 87.0%. At School #133, the 38 pupils measured demonstrate even more positive results: the 77.9% Skill Center attendance is well above both the school rate (69.3%) and the annual criterion (72.7%). (As a basis for data collection, the Evaluators relied on lists supplied by Skill Center personnel naming pupils who had been pre- and post-tested.)

TABLE 15

A COMPARISON OF 1970-71 ATTENDANCE RATES OF SKILL CENTER PARTICIPANTS WITH SELECTED INDICES

Group	Number of Students*	Period of Time	Average Attendance
Skill Center-School #2	42	9/1970-5/1971	88.2%
School #2	764	9/1970-5/1971	86.4%
School #2	690	9/1969-6/1970	86.3%
Skill Center-School #2:	1970-71 ANNUAL CRITERION		87.0%
Skill Center-School #133	38	9/1970-5/1971	77.9%
School #133	1202	9/1970-5/1971	69.3%
School #133	1261	9/1969-6/1970	71.3%
Skill Center-School #133:	1970-71 ANNUAL CRITERION		72.7%

*Numbers of students reported for entire schools are net rolls at the end of reporting periods.

Table 16 below contains attendance data on Math Lab participants which are very favorable when compared to school-wide and criterion figures. The cumulative rate for 20 Lab students at Lombard Junior High School(#57) is 85.2%, ten points higher than their annual criterion (75.2%)and even further above the total school rate of 72.9%. Eleven Lab pupils at Dunbar (#133) were even more impressive. Their attendance figure of 90.1% compares to a 72.7% criterion and the 69.3% rate of the entire school.

TABLE 16

A COMPARISON OF 1970 - 71 ATTENDANCE
RATES OF MATH LAB PARTICIPANTS
WITH SELECTED INDICES

Group	Number of Students*	Period of Time	Average Attendance
Math Lab-School #57	20	9/1970-5/1971	85.2%
School #57	1558	9/1970-5/1971	72.9%
School #57	1757	9/1969-6/1970	73.9%
Math Lab-School #57:	1970-71 ANNUAL CRITERION		75.2%
Math Lab-School #133	11	9/1970-5/1971	90.1%
School #133	1202	9/1970-5/1971	69.3%
School #133	1261	9/1970-6/1971	71.3%
Math Lab-School #133:	1970-71 ANNUAL CRITERION		72.7%

*Numbers of students reported for entire schools are net rolls at the end of reporting periods.

Elementary Daily Program participants in three out of the four schools involved demonstrated attendance rates higher than both their parent schools and their annual criteria. (See Table 17 below.) The KAPS rates in these schools (#102, #116, #139) ranged from 89.9% to 92.1% as opposed to their parent school figures of 85.9% to 88.7% and criteria of from 87.2% to 89.4%. The exception was School #109 where the Daily Program participants attained an attendance rate of only 80.6% far below the school average (88.2%) and their annual criterion (88.0%).

TABLE 17

A COMPARISON OF 1970-71 ATTENDANCE RATES OF ELEMENTARY DAILY PROGRAM STUDENTS WITH SELECTED GROUPS AND WITH THEIR ANNUAL CRITERIA

Group	Number of Children*	Time Period	Average Attendance
School #102 Daily Program	21	9/1970-5/1971	92.1%
School #102	831	9/1970-5/1971	88.7%
School #102	912	9/1969-6/1970	87.6%
School #102 Daily Program:	1970-71 ANNUAL CRITERION		88.2%
School #109 Daily Program	20	9/1970-5/1971	80.6%
School #109	458	9/1970-5/1971	88.2%
School #109	443	9/1969-6/1970	87.3%
School #109 Daily Program:	1970-71 ANNUAL CRITERION		88.0%
School #116 Daily Program	23	9/1970-5/1971	89.9%
School #116	463	9/1970-5/1971	85.9%
School #116	470	9/1969-6/1970	86.6%
School #116 Daily Program:	1970-71 ANNUAL CRITERION		87.2%
School #139 Daily Program	32	9/1970-5/1971	91.3%
School #139	1070	9/1970-5/1971	87.3%
School #139	1192	9/1969-6/1970	88.8%
School #139 Daily Program:	1970-71 ANNUAL CRITERION		89.4%

*Numbers of children reported for entire schools are net rolls at the end of the reporting periods.

The data in Table 18 below reveal that of the 439 individual Daily Program participants measured, only 287 (65.4%) compiled 1970-71 attendance rates equal to or higher than 5% above the 1969-70 attendance rate at their home schools. The criterion required all participants to make the 5% advance. Among the KAPS treatment groups, only the Math Lab at School #133 was successful.

TABLE 18

A COMPARISON OF INDIVIDUAL 1970-71 ATTENDANCE RATES
FOR DAILY PROGRAM PARTICIPANTS WITH
THEIR ANNUAL CRITERIA

Group (School)	Criterion Per Cent	Criterion Days Present Out of 167	Students Who Met Criterion	Per Cent	Relation to 100% Criterion
Pilot Classes (#133)	72.7	121	55 of 84	65.5	-34.5%
Behavior Modification-Experimental (#57)	75.2	126	41 of 71	57.7	-42.3%
Behavior Modification-Control (#57)	75.2	126	53 of 75	70.7	-29.3%
Skill Center (#2)	87.0	145	27 of 42	64.3	-35.7%
Skill Center #133)	72.7	121	29 of 40	72.5	-27.5%
Math Lab (#57)	75.2	126	10 of 20	50.0	-50.0%
Math Lab (#133)	72.7	121	11 of 11	100.0	Even
Daily Program (#102)	88.2	148	16 of 21	76.2	-23.8%
Daily Program (#109)	88.0	147	13 of 23	56.5	-43.5%
Daily Program (#116)	87.2	146	9 of 20	45.0	-55.0%
Daily Program (#139)	89.4	149	23 of 32	71.9	-28.1%
Total			287 of 439	65.4	-34.6%

> *One hundred percent (100%) of the potential dropout population will be on time (not tardy) at a rate equal to 80% of the "on time" rate of his school.*

Interpreted strictly, this objective required achievement of the criterion by each and every pupil treated in the Daily Program component. Of the 439 students measured, only 5, or 1.1%, failed to meet the 80% criterion. The Evaluators, however, are not convinced of the relevancy of this measure. The tables following reflect average tardiness rates for the various student groups within Daily Program matched against school-wide rates. Criteria are also included, based on 80% of the parent-school average, although they allow too much leeway to be considered effective measures.

Pilot Class students measured show an average tardiness rate of 2.7%, or approximately 5 days, a figure which compares favorably with the 5.7% cumulative rate for the entire School #133 population. The 84 KAPS students included in the calculations were those who had been part of the Pilot Classes for at least eight of the nine months of the 1970-71 academic year which this report covers. (See Table 19 below).

TABLE 19

A COMPARISON OF 1970-71 TARDINESS RATES
OF PILOT CLASS PARTICIPANTS
WITH SELECTED INDICES

Group	Number of Students*	Time Period	Average Tardy Rate
Pilot Classes (School #133)	84	9/1970-5/1971	2.7%
School #133	1202	9/1970-5/1971	5.7%
Pilot Classes: 1970-71 ANNUAL CRITERION			24.6%

*The number of students reported for School #57 is the net roll at the end of May 1971.

Tardiness figures for Behavior Modification pupils, both experimental and control, are discouraging. The average rate for 71 experimental students was 20.1%, one percent lower than the average for 75 control students. (Once again, the Evaluators considered those students who were in the Behavior Modification classes for at least eight months during 1970-71.) The school-wide tardiness rate for Lombard (#57) was 17.2%, representing roughly 29 latenesses. Perhaps the least encouraging factor noted by the evaluators was the 5.3% rate increase experienced by the experimental classes (identical students) in 1970-71 over their 1969-70 record. Although the Project Director is generally skeptical of the value of tardiness as an index of KAPS' success, the Evaluators view lateness rates as high as those of the contingency management classes as indicative of poor attitude toward school. (See Table 20 below.)

TABLE 20

A COMPARISON OF 1970-71 TARDINESS RATES OF BEHAVIOR MODIFICATION PARTICIPANTS WITH SELECTED INDICES

Group	Number of Students*	Time Period	Average Tardy Rate
Behavior Modification-Experimental (School #57)	71	9/1970-5/1971	20.1%
Behavior Modification-Control (School #57)	75	9/1970-5/1971	21.1%
Behavior Modification Experimental (School #57)	71	9/1969-6/1970	14.8%
School #57	1558	9/1970-5/1971	17.2%
Behavior Modification-Experimental (School #57): 1970-71 ANNUAL CRITERION			24.6%

*The number of students reported for School #57 is the net roll at the end of May 1971.

Skill Center tardiness data displayed in Table 21 below, are only partially positive. Forty-two elementary students at School #2 were late 3.8% of the time, approximately 6 times per pupil. This figure is very close to the 3.0% average rate for the school's entire population. At School #133, however, 40 secondary Skill Center participants showed a 10.8% tardiness rate, nearly double the 5.7% school-wide average.

TABLE 21

A COMPARISON OF 1970-71 TARDINESS
RATES OF SKILL CENTER PARTICIPANTS
WITH SELECTED INDICES

Group	Number of Students*	Time Period	Average Tardy Rate
Skill Center-School #2	42	9/1970-5/1971	3.8%
School #2	764	9/1970-5/1971	3.0%
Skill Center-School #2: 1970-71 ANNUAL CRITERION			22.4%
Skill Center-School #133	40	9/1970-5/1971	10.8%
School #133	1202	9/1970-5/1971	5.7%
Skill Center-School #133: 1970-71 ANNUAL CRITERION			24.6%

*Numbers of students reported for entire schools are net rolls at the end of reporting periods.

Math Lab pupil-participants accumulated average lateness rates of 17.9% for 20 junior high school students at School #57 and 4.0% for 11 senior high students at Dunbar. These figures compare favorably to school-wide rates--17.2% at School #57 and 5.7% at School #133. (See Table 22 below.)

TABLE 22

A COMPARISON OF 1970-71 TARDINESS RATES OF MATH LAB PARTICIPANTS WITH SELECTED INDICES

Group	Number of Students*	Time Period	Average Tardy Rate
Math Lab - School #57	20	9/1970-5/1971	17.9%
School #57	1558	9/1970-5/1971	17.2%
Math Lab - School #57:	1970-71 ANNUAL CRITERION		33.8%
Math Lab - School #133	11	9/1970-5/1971	4.0%
School #133	1202	9/1970-5/1971	5.7%
Math Lab - School #133:	1970-71 ANNUAL CRITERION		24.6%

*Numbers of students reported for entire schools are net rolls at the end of reporting periods.

Lateness averages of the four elementary Daily Program classes -- one each in Schools #102, #109, #116 and #139 -- ranged from 1.6% to 4.8% in comparison to parent school rates of from 2.0% to 2.4%. The KAPS students at School #102 were the only ones to undercut the total school average (1.6% to 2.4%). The widest gap was at School #109 where the school rate was 2.0% and the KAPS class rate 4.8%. This Daily Program average, however, represents only 8 latenesses, a total which hardly seems excessive. (See Table 23 below.)

TABLE 23

A COMPARISON OF 1970-71 TARDINESS RATES OF ELEMENTARY DAILY PROGRAM PARTICIPANTS WITH SELECTED INDICES

Group	Number of Students*	Time Period	Average Tardy Rate
Daily Program - School #102	21	9/1970-5/1971	1.6%
School #102	831	9/1970-5/1971	2.4%
Daily Program - School #102:	1970-71 ANNUAL CRITERION		21.9%
Daily Program - School #109	20	9/1970-5/1971	4.8%
School #109	458	9/1970-5/1971	2.0%
Daily Program - School #109:	1970-71 ANNUAL CRITERION		21.6%
Daily Program - School #116	23	9/1970-5/1971	3.2%
School #116	463	9/1970-5/1971	2.4%
Daily Program - School #116:	1970-71 ANNUAL CRITERION		21.9%
Daily Program - School #139	32	9/1970-5/1971	3.3%
School #139	1070	9/1970-5/1971	2.0%
Daily Program - School #139:	1970-71 ANNUAL CRITERION		21.6%

*Numbers of students reported for entire schools are net rolls at the end of reporting periods.

Given television and/or newspaper advertisements or other examples of persuasive communications, at the end of the academic year 100% of the potential dropout population will be able to identify the assumptions, conclusions and contradictions in three out of five examples.

The Evaluators attempted this "experiment" at the senior high school level only. A form listing contemporary slogans and asking for interpretations was distributed to Pilot Class students. Of the 56 students completing forms, 50, or 89.3%, were able to correctly interpret three or more examples, as determined by the Evaluators. Table 24 below displays the results. (A copy of the form used may be found in Appendix D .)

TABLE 24

RESPONSES OF PILOT CLASS STUDENTS
TO PERSUASIVE COMMUNICATIONS QUESTIONNAIRE

Number of Students	Number of Correct Responses	Percent of Total Students
17	5 out of 5	30.4
18	4 out of 5	32.1
15	3 out of 5	26.8
4	2 out of 5	7.1
2	1 out of 5	3.6
56		100.0

One hundred percent (100%) of the potential dropout population can identify 50% of their own strengths and weaknesses as identified by the KAPS Staff.

The Evaluators developed a Student Checklist (See Appendix D .) which was administered to members of the experimental Behavior Modification classes. Students were asked to rate themselves as strong or weak in the following areas: "writing, reading, mathematics, self-control, tardiness, attendance, completes assigned work and works independently". Due to non-existent teacher returns, the areas of self-control and work habits were eliminated from the comparison study. Information contained in the students' cumulative records (teacher grades) was relied upon in establishing the rate of pupil-teacher agreement in the remaining five areas. Subject grades of "Poor" or "Unsatisfactory" were considered weak as were annual absences or latenesses totaling 20 or more during the year.

Returns were received from 57 students. Forty-seven or 82.5% of these pupils demonstrated agreement with their teacher ratings in at least three out five areas. (See Table 25 below.)

TABLE 25

RESPONSES OF BEHAVIOR MODIFICATION STUDENTS TO STRENGTHS AND WEAKNESSES QUESTIONNAIRE

Number of Students	Number of Correct Responses	Percent of Total Students
6	5 out of 5	10.5
36	4 out of 5	63.2
5	3 out of 5	8.8
10	Less than 3 out of 5	17.5
57		100.0

> *Given the identified needs of the students in the KAPS program, the KAPS teachers will prepare schedules of instructional prescriptions in performance agreement with the identified needs for 70% of the students by the end of the academic year 1970-71.*
>
> *Given or having constructed student instructional prescriptions, by the end of the academic year 1970-71 the instructional activities of 100% of the teachers in the KAPS program will have performance agreement with the students' prescriptions for which the instructional activities are designed.*

It was determined by the Evaluators and the Project Staff that these objectives were in conflict with the general Daily Program as implemented in 1970-71. Only the clinicians at the Skill Centers had the responsibility for preparing instructional prescriptions. A further problem was posed by a factor also discussed in this report in the "Assessment" of the STAY component--for the most part, KAPS teachers were not trained in how to prepare instructional prescriptions.

No instructional prescriptions were prepared by the secondary Skill Center (School #133). At the School #2 center, however, an extensive document--"Reading Evaluation and Recommendations for Classroom Teacher"--was developed and used for all students phased out of the center. It was necessary for these forms to pass through the principal's hands before they were forwarded to the regular classroom teachers. The impression the Evaluators have is that the forms were filed by school personnel in cumulative records and not referred to by regular teachers. (A copy of the form may be found in Appendix D .)

In an effort to combat their teachers' lack of familiarity with instructional prescriptions, the Daily Program Coordinators conducted a workshop in prescription writing in June, 1971. The impact of this activity should become apparent during the 1971-72 academic year.

Design (construct) diagnostic procedures to diagnose the academic competence of those pupils participating in the KAPS program.

Once again, reality of Daily Program plan and implementation necessitated a reorientation of this evaluation objective by the Evaluators. Daily Program teachers were provided with a wealth of programmed materials with their own built-in diagnostic elements. Examples are Sullivan Programmed Reading and Mathematics, Distar Reading Programs and Merrill Mathematics Skill Tapes. According to the Evaluators' observation, Daily Program teachers, particularly in Skill Centers and Labs made excellent use of the diagnostic aspects of their materials. In addition, these staff members were cognizant of past achievement scores and classroom grades as they selected diagnostic tests.

It was the opinion of the Evaluators that, considering the provision and use of diagnostic materials, a request for development of further procedures would yield a time-consuming exercise of uncertain value.

Given a set of instructional prescriptions and a set of descriptions of instructional activities, 100% of the teachers in the KAPS program will be able to distinguish among the instructional activities which are in performance agreement with specific instructional prescriptions.

Given an instructional prescription, 100% of the teachers in the KAPS program will be able to construct an instructional activity for the prescription.

It was the original plan of the Evaluators that these "experiments" to test teachers' capabilities in distinguishing and constructing instructional activities be designed and conducted by members of the Project Staff who, it was felt, had more expertise in the area. This was not accomplished. The Evaluators, therefore, developed a form which asked teachers to match activities and prescriptions and to construct an activity for a prescription. (See Appendix D .) The form was approved by the Language Arts Coordinator and was distributed to a cross-section of resource teachers, Pilot Class teachers, STAY teachers and clinicians totaling 16. Ten teachers responded and all 10 completed the form at a 100% level of accuracy.

Recommendations

The Evaluators feel that the teaching schedule of Pilot Class teachers should be reduced, as has been done with the resource teachers at School #57. With a minimum load, the resource persons had the time necessary to devote to preparation of special materials used by the Project. Pilot Class teachers lacked this advantage and indicated to the Evaluators that they would welcome a change.

Atpresent, there is no standardized method of recording diagnostic test results. In the opinion of the Evaluators, development of such a procedure would prove advantageous to the Project in that it would allow for cross-comparisons within and between components. Advice from the Baltimore City Public Schools Educational Testing Services should be sought in regard to this matter.

The Evaluators are opposed to the practice of regularly sending out members of the Behavior Modification staff to train school system personnel who are not part of the KAPS Kluster. Contingency Management was new to KAPS this year, and the consultant to the Project in this area considered it an accomplishment that this facet of KAPS got off the ground at all. It seems very unwise to absorb the time and energy of top teaching personnel outside the Project before the concept is perfected within KAPS.

The Evaluators consider the "Reading Evaluation and Recommendations for Classroom Teacher" form used by the School #2 Skill Center to be a very thorough and useful document. They recommend that this form, or a modification it, be used as a model for prescriptions prepared by Daily Program and STAY personnel. The Project Director should emphasize to regular school personnel the value of these prescriptions as guides and teaching tools in the hope that they will be put to good use in the phased-out students' regular classrooms.

In view of the necessary reduction of objectives discussed in the "assessment" section of this chapter, the Evaluators feel it encumbent upon the Project Staff to review the Daily Program evaluation plan with the 1971-72 Evaluation Staff to assess its relevancy and propriety before another year's analysis of the component is launched.

EARN AND LEARN

Overview

The Earn and Learn component is a multi-faceted approach to one of the basic problems confronting the Project KAPS student population--lack of funds with which to purchase school supplies, lunches, clothes, and the like. There are four earning situations, which the program offers: Elementary Earn and Learn, Tutorial, Secondary Post-School and Tele-School.

Elementary Earn and Learn - Students in all five elementary target schools were involved in this portion of the component. These pupils not only lacked money but also faced the problem of lack of jobs for pupils 13 years of age and under. Over 350 student participants worked 3 hours a week,at times arranged by their "employers",doing in-school jobs such as distributing supplies, carrying messages or acting as hall patrolmen. Payment was in the form of points, up to 300 a week, which could be redeemed at KAPS stores for games, school supplies, etc.

Tutorial - The Tutorial aspect of Earn and Learn was active in all target schools. Approximately 250 pupils from Schools #57 and 133, who were considered dropout prone by the staff and who were in financial need, were employed for an hour a day three times a week as tutors. These students worked with 350-plus elementary target pupils in subject areas where the latter were deficient. By so doing, it was hoped that the tutors would develop more feelings of self-worth and more interest in their educational environment while earning needed cash ($2.00/hour) and providing worthwhile assistance to the tutees.

Secondary Post-School - In the Secondary Post-School sub-component, approximately 120 students considered to be dropout-prone were employed for 3 hours a week after school to perform school or department-centered tasks. They were paid a stipend of $2.00 an hour for their work. Once again, it was the intention of the Project to improve attendance and attitudes of potential dropouts while providing monetary assistance where it was needed.

Teleschool - Formerly known as Barbell, this aspect of the component was new to Project KAPS in the 1970-71 academic year, replacing the industry-related job opportunities segment of the 1969-70 Earn and Learn component. It was a cooperative effort between KAPS and the Chesapeake and Potomac Telephone Company which involved 24 Dunbar seniors. They were trained and oriented by C & P personnel, tested and placed in jobs throughout the local telephone system. These students attended classes at Dunbar in the mornings and reported to job sites in the afternoons. On the job, they were paid and otherwise treated as any other employee performing the same task.

The Evaluators constructed an Earn and Learn Profile card for use in collecting data on the participants in this component. The form provided space for capturing information in areas of attendance, work performance and subject failure. A copy of the card is displayed in Appendix G.

Assessment-General

> *One hundred percent (100%) of the students in the KAPS schools (elementary and secondary) who are participating in the Earn and Learn program component will demonstrate individual and collective attendance records which are 5% above those of students who are not participating in the Earn and Learn component, and 5% above the previous year's attendance level at their school.*

Collectively, Earn and Learn participants were above their attendance criteria almost universally. The elementary-level data displayed in Table 26 below indicate that only at School #139 did the target students fail to meet a criterion. In that instance, Tutees and Elementary Earn and Learn participants--with attendance rates of 88.2% and 88.1% respectively--surpassed their goal with respect to the entire school in 1970-71 (87.8%), but fell short of the 89.6% criterion based on School #139's rate in 1969-70. At the other elementary target schools, attendance of component participants ranged from 88.0% to 93.8% in comparison to criteria of from 85.5% to 88.8%.

Table 27 contains collective attendance information for secondary Earn and Learn participants for whom data were available. In every case, 1970-71 Earn and Learn attendance rates were far above criteria. Particularly high was the average compiled by the Tele-School class at School #133--90.9%, a figure roughly 20% in rate higher than its criteria.

TABLE 26

ATTENDANCE OF 1970-71 EARN AND LEARN PARTICIPANTS IN ELEMENTARY SCHOOLS IN COMPARISON TO THEIR ANNUAL CRITERIA

Group	Time Period	Number of Students	Percentage of Attendance
School #2-Elementary Earn and Learn Students	9/1970-5/1971	101	90.7
School #2-Tutees	9/1970-5/1971	77	90.9
CRITERION-School #2 Except Earn & Learn	9/1970-5/1971		85.9
CRITERION-School #2	9/1969-5/1970		87.2
School #102-Elementary Earn and Learn Students	9/1970-5/1971	103	91.9
School #102-Tutees	9/1970-5/1971	40	91.6
CRITERION-School #102 Except Earn & Learn	9/1970-5/1971		88.8
CRITERION-School #102	9/1969-5/1970		88.4
School #109-Elementary Earn and Learn Students	9/1970-5/1971	69	90.4
School #109-Tutees	9/1970-5/1971	58	93.8
CRITERION-School #109 Except Earn & Learn	9/1970-5/1971		87.7
CRITERION-School #109	9/1969-5/1970		88.2
School #116-Elementary Earn and Learn Students	9/1970-5/1971	54	90.7
School #116-Tutees	9/1970-5/1971	82	88.0
CRITERION-School #116 Except Earn & Learn	9/1970-5/1971		85.5
CRITERION-School #116	9/1969-5/1970		87.7
School #139-Elementary Earn and Learn Students	9/1970-5/1971	37	88.1
School #139-Tutees	9/1970-5/1971	107	88.2
CRITERION-School #139 Except Earn & Learn	9/1970-5/1971		87.8
CRITERION-School #139	9/1969-5/1970		89.6

TABLE 27

ATTENDANCE OF 1970-71 EARN AND LEARN PARTICIPANTS IN SECONDARY SCHOOL IN COMPARISON WITH THEIR ANNUAL CRITERIA

Group	Time Period	Number of Students Measured	Percentage of Attendance
School #57-Secondary Post-School Workers	9/1970-5/1971	72	85.5
School #57-Tutors	9/1970-5/1971	129	86.8
CRITERION-School #57 Except Earn & Learn	9/1970-5/1971		72.5
CRITERION-School #57	9/1969-5/1970		75.9
School #133-Secondary Post-School Workers	9/1970-5/1971	48	86.3
School #133-Tutors	9/1970-5/1971	145	81.3
School #133-Tele-School	9/1970-5/1971	25	90.9
CRITERION-School #133 Except Earn & Learn	9/1970-5/1971		68.3
CRITERION-School #133	9/1969-5/1970		72.9

Individually, students involved in Earn and Learn did not meet their attendence criteria. To have achieved a criterion, each student in a particular component group would have had to be present at a rate 5% above that of his home school during each of the last two years. In terms of days present, the various criteria ranged from 143 to 150 in elementary target schools and from 114 to 127 in secondary schools. Deficits among elementary Earn and Learn groups ranged from 19.0% (School #109 Tutees) to 43.2% (School #139 Elementary Earn and Learn). On the secondary level, the Tele-Schoolclass alone met criterion. Deficits ranged between 8.3% and 28.3%. The data are contained in Tables 28 and 29 below.

TABLE 28

A COMPARISON OF INDIVIDUAL 1970-71 ATTENDANCE RATES FOR ELEMENTARY EARN AND LEARN PARTICIPANTS WITH THEIR ANNUAL CRITERIA

		Criteria				
Group (School)	Year	Per Cent	Days Present out of 167	Students Who Met Criterion	Per Cent	Relation to 100% Criterion
Elementary Earn and Learn (#2)	1971	85.9	143	80 of 101	79.2	-20.8
	1970	87.2	146	77 of 101	76.2	-23.8
Tutees (#2)	1971	85.9	143	57 of 77	74.0	-26.0
	1970	87.2	146	52 of 77	67.5	-32.5
Elementary Earn and Learn (#102)	1971	88.8	148	77 of 103	74.8	-25.2
	1970	88.4	148	77 of 103	74.8	-25.2
Tutees (#102)	1971	88.8	148	28 of 40	70.0	-30.0
	1970	88.4	148	28 of 40	70.0	-30.0
Elementary Earn and Learn (#109)	1971	87.7	146	44 of 69	63.8	-36.2
	1970	88.2	147	44 of 69	63.8	-36.2
Tutees (#109)	1971	87.7	146	47 of 58	81.0	-19.0
	1970	88.2	147	46 of 58	79.3	-20.7
Elementary Earn and Learn (#116)	1971	85.5	143	41 of 54	75.9	-24.1
	1970	87.7	146	40 of 54	74.1	-25.9
Tutees (#116	1971	85.5	143	54 of 82	65.9	-34.1
	1970	87.7	146	53 of 82	64.6	-35.4
Elementary Earn and Learn (#139)	1971	87.8	147	21 of 37	56.8	-43.2
	1970	89.6	150	21 of 37	56.8	-43.2
Tutees (#139)	1971	87.8	147	71 of 107	66.4	-33.6
	1970	89.6	150	66 of 107	61.7	-38.3
Elementary Earn and Learn Total	1971			263 of 364	72.3	-27.7
	1970			259 of 364	71.2	-28.8
Tutees Total	1971			257 of 364	70.6	-29.4
	1970			245 of 364	67.3	-32.7

TABLE 29

COMPARISON OF INDIVIDUAL 1970-71 ATTENDANCE RATES OF SECONDARY EARN AND LEARN PARTICIPANTS WITH THEIR ANNUAL CRITERIA

	Criteria					
	Year	Per-Cent	Days Present Out of 167	Students Who Met Criterion	Per-Cent	Criterion
Secondary Post-School Workers (#57)	1971	72.5	121	58 of 72	80.6	-19.4
	1970	75.9	127	55 of 72	76.4	-23.6
Tutors (#57)	1971	72.5	121	102 of 129	82.9	-17.1
	1970	75.9	127	102 of 129	79.1	-20.9
Secondary Post-School Workers (#133)	1971	68.3	114	44 of 48	91.7	- 8.3
	1970	72.9	122	42 of 48	87.5	-12.5
Tutors (#133)	1971	68.3	114	113 of 145	77.9	-22.1
	1970	72.9	122	104 of 145	71.7	-28.3
Teleschool (#133)	1971	68.3	114	24 of 24	100	EVEN
	1970	72.9	122	24 of 24	100	EVEN
Secondary Post-School Workers Total	1971			102 of 120	85.0	-15.0
	1970			97 of 120	80.8	-19.2
Tutors Total	1971			220 of 274	80.3	-19.7
	1970			206 of 274	75.2	-24.8

The students (elementary and secondary) who participate in the Earn and Learn component will demonstrate a 5% increase in academic achievement beyond that of comparable student groups.

As a measure of achievement, the Evaluators collected final mathematics and language arts grades on experimental and control students for 1969-70 and 1970-71, averaged them and calculated the change. For controls the Evaluators chose students from the same homeroom classes as the KAPS pupils--specifically the first pupil of the same sex whose name appeared on the class roll below the experimental one. Variation--in numbers of participants measured--between achievement and attendance tables may be accounted for partially by the fact that achievement data in student records were incomplete and more importantly by the grossly incomplete participant lists available to the Evaluators when control lists were compiled and achievement data collected.

At the elementary level, achievement data were collected only for Elementary Earn and Learn pupils. At the time achievement information was gathered and tabulated, the Evaluators still lacked complete tutorial participant lists from three of the five elementary schools. The elementary schools use an alphabetical grading system which does not lend itself to tabular presentation. Therefore, the following code has been used: A=5, B=4, C=3, D=2, U=1. The data contained in Table 30 below reveal that the KAPS students measured at Schools #2, #116 and #139 surpassed their criteria. At #2, the target pupils showed a net change of +0.3 in average between 1969-70 and 1970-71 while their control group figure was 0.1. At #116, the KAPS pupils gained 0.3 as opposed to their control figure of -0.1. At #139, KAPS pupils gained 0.2, their controls 0.1. (Because data were not complete, tests of significance were not carried out.) The remaining three Elementary Earn and Learn groups fell below criterion in varying degrees.

TABLE 30

ACHIEVEMENT RESULTS FOR ELEMENTARY EARN AND LEARN PARTICIPANTS: COMPARISON OF MATHEMATICS-LANGUAGE-ARTS AVERAGES FOR 1969-70 AND 1970-71 WITH THOSE OF CONTROL GROUPS

Group	Number of Pupils	1969-70 Average Math-Lang.	1970-71 Average Math-Lang.	Net Change	Criterion
School #2 -					
Earn & Learn	40	2.4	2.7	+0.3	+0.1
Control	35	2.3	2.4	+0.1	
School #102 -					
Earn & Learn	13	3.0	3.2	+0.2	+0.7
Control	11	2.5	3.2	+0.7	
School #109 -					
Earn & Learn	30	2.6	2.5	-0.1	+0.1
Control	25	2.6	2.7	+0.1	
School #116 -					
Earn & Learn	25	2.7	3.0	+0.3	-0.1
Control	16	2.8	2.7	-0.1	
School #139 -					
Earn & Learn	16	2.6	2.8	+0.2	+0.1
Control	12	2.7	2.8	+0.1	

At the Secondary level, as Table 31 below shows, there was again only partial success in meeting the objective. At School #57, the tutorial students demonstrated a gain in average of almost one point between 1969-70 and 1970-71 while their controls lost a nearly identical amount. Lombard's Post-School Workers, however, lost ground while their control group gained. Tutors at School #133 regressed (-1.5 in average) but only a third as much as their controls. The controls for the Post-School Workers at Dunbar lost nearly a point, but the KAPS students lost over two points. The Tele-School class remained the same, but its controls lost 12 points. (Regular classroom grades are used for secondary students. A grade of below 60 is considered failing.)

TABLE 31

ACHIEVEMENT RESULTS FOR SECONDARY POST-SCHOOL, TUTORIAL, AND TELE-SCHOOL PARTICIPANTS: COMPARISON OF 1969-70 AND 1970-71 MATHEMATICS-LANGUAGE ARTS AVERAGES WITH THOSE OF CONTROL STUDENTS

Group	Number of Students	1969-70 Average Math-Lang.	1970-71 Average Math-Lang.	Net Change	Criterion
School #57					
Post-School	72	75.8	75.6	-0.2	+0.5
Control	29	70.3	70.7	+0.5	
Tutorial	123	75.2	76.1	+0.9	-0.8
Control	123	72.4	71.6	-0.8	
School #133					
Post-School	54	73.8	71.6	-2.2	-0.9
Control	52	68.7	67.8	-0.9	
Tutorial	131	72.5	71.0	-1.5	-4.1
Control	132	71.5	67.2	-4.3	
Tele-School	24	77.2	77.2	N.C.	-11.6
Control	30	76.0	63.8	-12.2	

All student participants in the Earn and Learn component will demonstrate a 20% increase in academic achievement between October 1970 and May 1971.

The Evaluators relied on the same data in considering this objective as in reviewing the previous one. No Earn and Learn groups, either elementary or secondary achieved criterion. Twenty-nine out of 124 Elementary Earn and Learn students measured (23.4%) gained 20% in their Mathematics-Language Arts average in 1970-71 over 1969-70. This was a much higher figure than that of the controls (10 out of 99) but was still 76.6% short of criterion. In the secondary schools, results were very similar. Total figures show that 116 of 404 KAPS students attained the stated goal (28.7%), 10% better than the control totals. See Tables 32 and 33 below.

TABLE 32

COMPARISON OF NUMBERS OF ELEMENTARY EARN AND LEARN PARTICIPANTS AND CONTROLS WHO GAINED 20% IN MATHEMATICS-LANGUAGE ARTS AVERAGE IN 1970-71 OVER 1969-70

Group	Number of Students	Number of Students With 20% Increase	% of Students With 20% Increase	Relation to 100% Criterion
School #2				
Earn & Learn	40	13	32.5	-67.5
Control	35	3	8.6	-91.4
School #102				
Earn & Learn	13	4	30.8	-69.2
Control	11	4	36.4	-63.6
School #109				
Earn & Learn	30	4	13.3	-86.7
Control	25	1	4.0	-96.0
School #116				
Earn & Learn	25	7	28.0	-72.0
Control	16	1	6.3	-93.7
School #139				
Earn & Learn	16	1	6.3	-93.7
Control	12	1	8.3	-91.7
Total				
Earn & Learn	124	29	23.4	-76.6
Control	99	10	10.1	-89.9

TABLE 33

COMPARISON OF NUMBERS OF SECONDARY POST-SCHOOL, TUTORIAL AND TELE-SCHOOL PARTICIPANTS AND CONTROLS WHO GAINED 20% IN MATHEMATICS-LANGUAGE ARTS AVERAGE IN 1970-71 OVER 1969-70

Group	Number of Students Measured	Number of Students With 20% Increase	% of Students With 20% Increase	Relation to 100% Criterion
School #57				
Post-School	72	18	25.0	-75.0
Control	29	13	44.8	-55.2
Tutorial	123	43	35.0	-65.0
Control	123	25	20.3	-79.7
School #133				
Post-School	54	10	18.5	-81.5
Control	52	11	21.2	-78.8
Tutorial	131	40	30.5	-69.5
Control	132	18	13.6	-86.4
Tele-School	24	5	20.8	-79.2
Control	30	1	3.3	-96.7
Total				
KAPS	404	116	28.7	-71.3
Control	366	68	18.6	-81.4

A change in attitude of Earn and Learn participants toward their academic work and school related activities will be expressed in the behavior of all Earn and Learn students.

To facilitate collection of attitude and work data, the Evaluators designed an Earn and Learn Profile card which provided for monthly recording of attitude, attendance and on-time percentages at work, and work performance. (See Appendix G.) Concerning tutees, the Evaluators received no feedback on these indices from component personnel. Data on Elementary Earn and Learn participants was received from only two schools, #109 and #116. It was, however, reported only at the end of each student's treatment period, allowing for no determination of change during the course of the year. Tutors and Secondary Post-School Workers were charted only at School #133 and only at the end of the year.

A different problem was encountered with the Tele-School class. Included in the Interim Evaluation Report were the results of on-site work performance ratings of 11 Tele-School students by their C & P supervisors.[1] According to the C & P coordinator of the Tele-School experiment, the remaining students were not rated because their supervisors declined the additional work. In view of this poor initial response, the rating request was not made again. Confounding the situation were C & P regulations which would not allow release of normal in-house ratings to KAPS.

> *Teachers engaged in the Earn and Learn component will obtain and demonstrate the ability to utilize Student Profile Records to identify the high potential dropouts present in the KAPS schools.*

This objective has been deleted from the Evaluation Design. Members of the KAPS Staff, not individual teachers, are involved in the identification of potential dropouts. The exercise would have entailed one more expenditure of teacher time for uncertain value.

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[1] Cutter and Jones, Op.Cit., p. 28.

Assessment - Elementary Earn and Learn

> *Earn and Learn elementary school participants will decrease their tardiness by 75% on their days of attendance.*

The criterion for this objective called for comparison of 1969-70 and 1970-71 tardiness records of the students in the Elementary Earn and Learn sub-component. Time constraints did not allow for collection of 1969-70 attendance data on the 350-plus students involved; therefore, the objective was not evaluated.

> *To demonstrate the ability to perform assigned tasks for tangible rewards.*

The Earn and Learn Profile card provided for monthly rating of each student's on-the-job attendance and punctuality (percentages) along with his attitude and performance. These last two areas were to be rated on a scale from a low of one to a high of five. As has already been indicated, no work data were provided by Schools #2, 102 and 139, and at Schools #109 and #116 students were rated only at the end of their Earn and Learn experience. The available data are included in Table 34 below. KAPS pupils at School #109 compiled attitude and performance averages of 4.6, and their attendance and on-time rates were near 95%. The pupils at School #116 did not rate as high, but still attended on time at a 90% level:

TABLE 34

WORK DATA OF ELEMENTARY EARN AND LEARN PUPILS AT SCHOOLS #109 AND #116

	Number of Students Rated	Work Attendance %	Work On-Time %	Attitude (1-5 scale)	Performance (1-5 scale)
School #109	68	96.8	94.9	4.6	4.6
School #116	53	90.1	90.7	3.6	3.6

Assessment - Secondary Post-School

> *To improve the attitude of identified pupils at School #57 and at School #133 toward participation in school activities.*[1]

The Evaluators administered a "Secondary Student Response" questionnaire to 49 Secondary Post-School Workers at School #57 and 57 participants at School #133 in May 1971. The instrument was designed by the KAPS Evaluator as an indicator of student attitude toward the component. It solicited responses of "Right" or Wrong" to questions such as "The teacher for whom I work cares about me" and "The tasks I perform for my supervising teacher are interesting." Generally, response patterns were very positive, suggesting good attitudes toward the program.

There were two items which drew large negative reaction. Twenty-three of 106 respondents (21.7%) replied "Wrong" to "I enjoy the classroom work my teacher gives me better since I joined this program." Thirty-two students (30.2%)did not feel that "My grades seem to be getting better since I began work in this program." The other response which could possibly be interpreted negatively toward the program involved money. The students polled were almost unanimous (105 out of 107) in expressing the wish that they could earn a higher salary.

Table 35 below displays the responses to the "Secondary Student Response" form. A copy of the instrument may be found in Appendix D.

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[1] The references made in the original objective to 180 pupils in each school were deleted because the student population of this component was much smaller--approximately 70 at School #57 and 60 at School #133.

TABLE 35

RESPONSES OF 1970-71 SECONDARY POST-SCHOOL
WORKERS TO THE "SECONDARY STUDENT RESPONSE"
QUESTIONNAIRE

Question	School #57 Students Polled	School #57 "Right" Responses	School #57 "Wrong" Responses	School #57 % "Right"	School #133 Students Polled	School #133 "Right" Responses	School #133 "Wrong" Responses	School #133 % "Right"	TOTAL % "RIGHT"
The teacher for whom I work cares about me.	49	42	7	85.7	57	56	1	98.2	92.5
The tasks I perform for my supervisory teacher are interesting.	49	40	9	81.6	57	49	8	86.0	84.0
My supervising teacher takes time to explain things I don't understand.	49	40	9	81.6	57	55	2	96.5	89.6
I enjoy the classroom work my teacher gives me better since I joined this program.	49	36	13	73.5	57	47	10	82.5	78.3
The money from my work in this program helps me to buy some of the things I need.	49	47	2	95.9	57	55	2	96.5	96.2
I wish I could make more money in this program.	49	49	0	100	57	55	2	96.5	98.1
I would like to work in this program for the entire year.	49	44	5	89.8	57	49	8	86.0	87.7
My grades seem to be getting better since I began work in this program.	49	31	18	63.7	57	43	14	75.4	69.8
The Post-School coordinator is very helpful to me.	49	40	9	81.6	57	52	5	91.2	86.8
I am always on time for my work.	49	40	9	81.6	57	52	5	91.2	86.8

The incidence of subject failure of post-school workers will decrease by 50% under the previous academic year by the end of the current academic year.

The Secondary Post-School Workers failed to achieve the goal set for them in this area. In fact, rather than decreasing their number of subject failures, students at both Lombard and Dunbar experienced sharp rises in the incidence of deficiencies--21.9% and 14.0% respectively. The data are reported in Table 36 below.

TABLE 36

INCIDENCE OF SUBJECT FAILURE
AMONG SECONDARY POST-SCHOOL WORKERS -
1969-70 AND 1970-71 YEARS

School	Year	Number of Students Measured	Number of Subject Failures	Percentage of Failures	Criterion %
#57	1969-70	73	4	5.5	
	1970-71	73	20	27.4	2.8
#133	1969-70	57	1	1.8	
	1970-71	57	9	15.8	0.0

To compare dropout rate of post-school workers with other students in the target school not so employed. (At Dunbar only.)

Two of the 57 Dunbar students employed as Secondary Post-School workers dropped out of school during the 1970-71 school year--a percentage of 3.5. This figure compares very favorably with the 17.0% dropout rate amassed by the Dunbar population exclusive of these KAPS students.

To develop increased self-esteem by feeling an integral part of the school program.

The Evaluators planned to rely on job supervisor ratings of work performance and attendance as indicators of student attitude. They were once again hampered by lack of data. No ratings were received from School #57. At School #133, 118 Post-School workers were rated at the end of their Earn and Learn experience. The composite profile shows an on-job attendance percentage of 77.1. Attitude, on a one-to-five scale was 3.8 and performance 3.6. With only a single rating, there was no possibility of estimating growth.

To relieve economic stress by the payment of a small stipend, thereby reducing the frequency of withdrawal from school.

This objective was not evaluated. Original plans called for comparison of 1969-70 and 1970-71 attendance data for the student participants and for a survey of the pupils to determine how their stipends had been used. Time considerations prompted the deletion of these efforts.

Assessment--Tele-School

> *Eighty percent (80%) of the Tele-School participants will manifest a significant change in attitude toward the importance of academic achievement and school participation.*

Lacking on-site job supervisor ratings and not having an adequate baseline against which to measure attitude, per se, the Evaluators chose to examine attendance and mathematics and language arts achievement as indices of attitude. In each category, the Evaluators have compared the Tele-School class' 1970-71 record with its 1969-70 accomplishments and with current-year data for a control class at Dunbar.

Table 37 below shows the 1970-71 attendance of the Tele-School pupils to be 90.9%, nearly 6% in rate above their composite average for 1969-70 and 18.6% above the 12th grade class used as a control.

TABLE 37

COMPARISON OF 1970-71 ATTENDANCE
OF TELE-SCHOOL STUDENTS WITH
OTHER SELECTED GROUPS

Group	Year	Number of Students Measured	Percentage of Attendance
Tele-School	1970-71	25	90.9
Tele-School	1969-70	25	85.0
Control	1970-71	31	72.3
Dunbar	1970-71	1202	69.3

Figure 2 graphically displays Tele-School students matched with themselves in 1969-70 and with their 1970-71 controls in terms of number of days absent from school. Again, Tele-School data are very positive. Noteworthy is the number of KAPS students with 20 or fewer absences in 1970-71--

17 as opposed to 11 in 1969-70. Moreover, there were only two Tele-School pupils with over 40 absences in 1970-71 compared to 7 in 1969-70 and to 16 controls in 1970-71.

Mathematics and English data displayed in Figures 3 and 4 also suggest improvement in the Tele-School class over both controls and its own previous record. For instance, no Tele-School students were given a final math grade of lower than 70 in the current year, while four were placed in that category in 1969-70 and 16 controls were under 70 this year. In English, the KAPS students clustered between 60 and 89. None were over 90 as were three in 1969-70, but none failed as did seven in 1969-70.

As of August 1971, nine Tele-School students are still working for the C. & P. Telephone Company. Seven plan further education in either college or a trade school. Three have armed forces obligations, two are working for the Neighborhood Youth Corps at Dunbar, two (girls) are married, and two are currently unemployed.

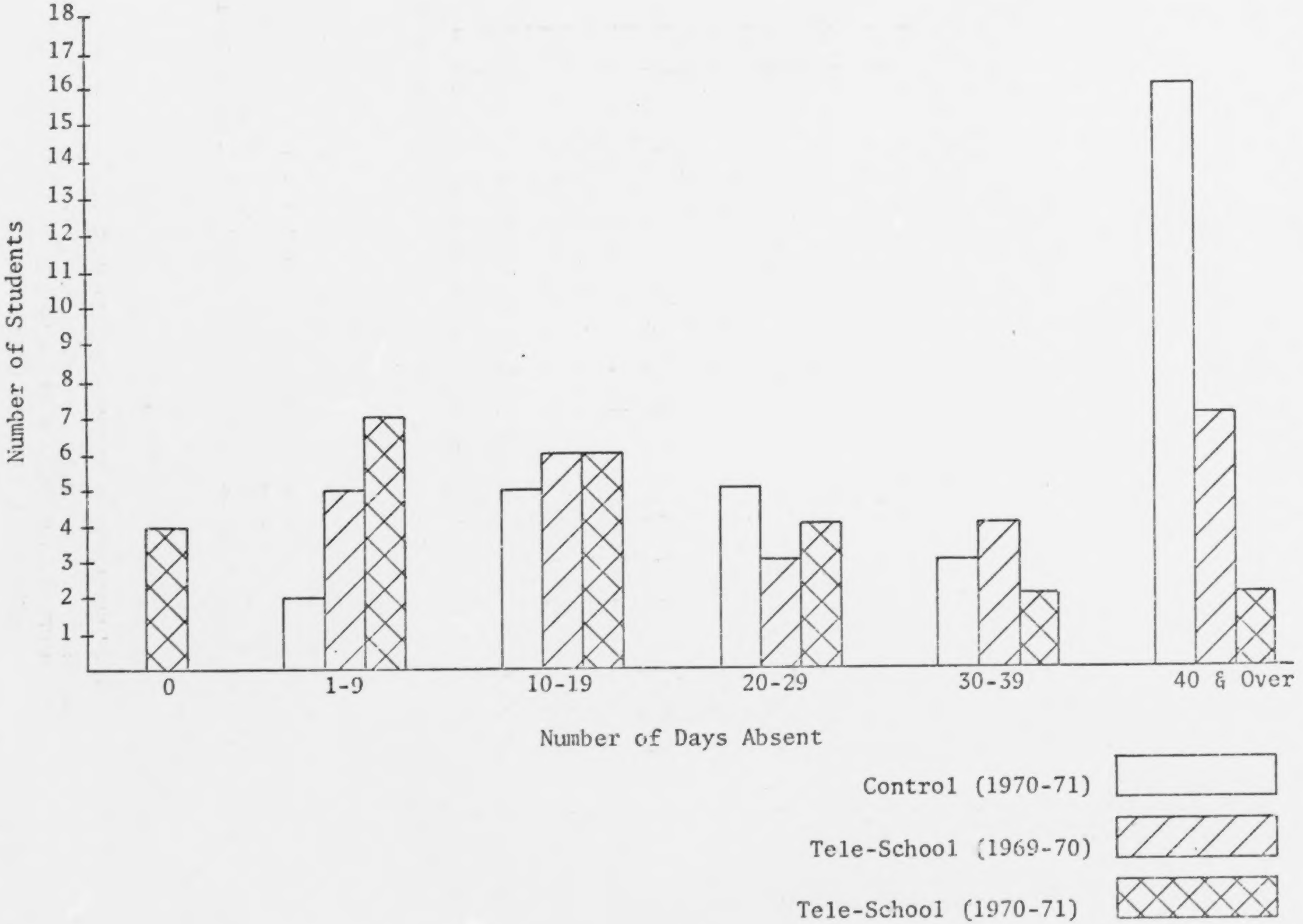

FIGURE 2

A COMPARISON OF ATTENDANCE OF TELE-SCHOOL PARTICIPANTS IN 1970-71 WITH THEIR 1969-70 RECORD AND WITH THEIR 1970-71 CONTROLS

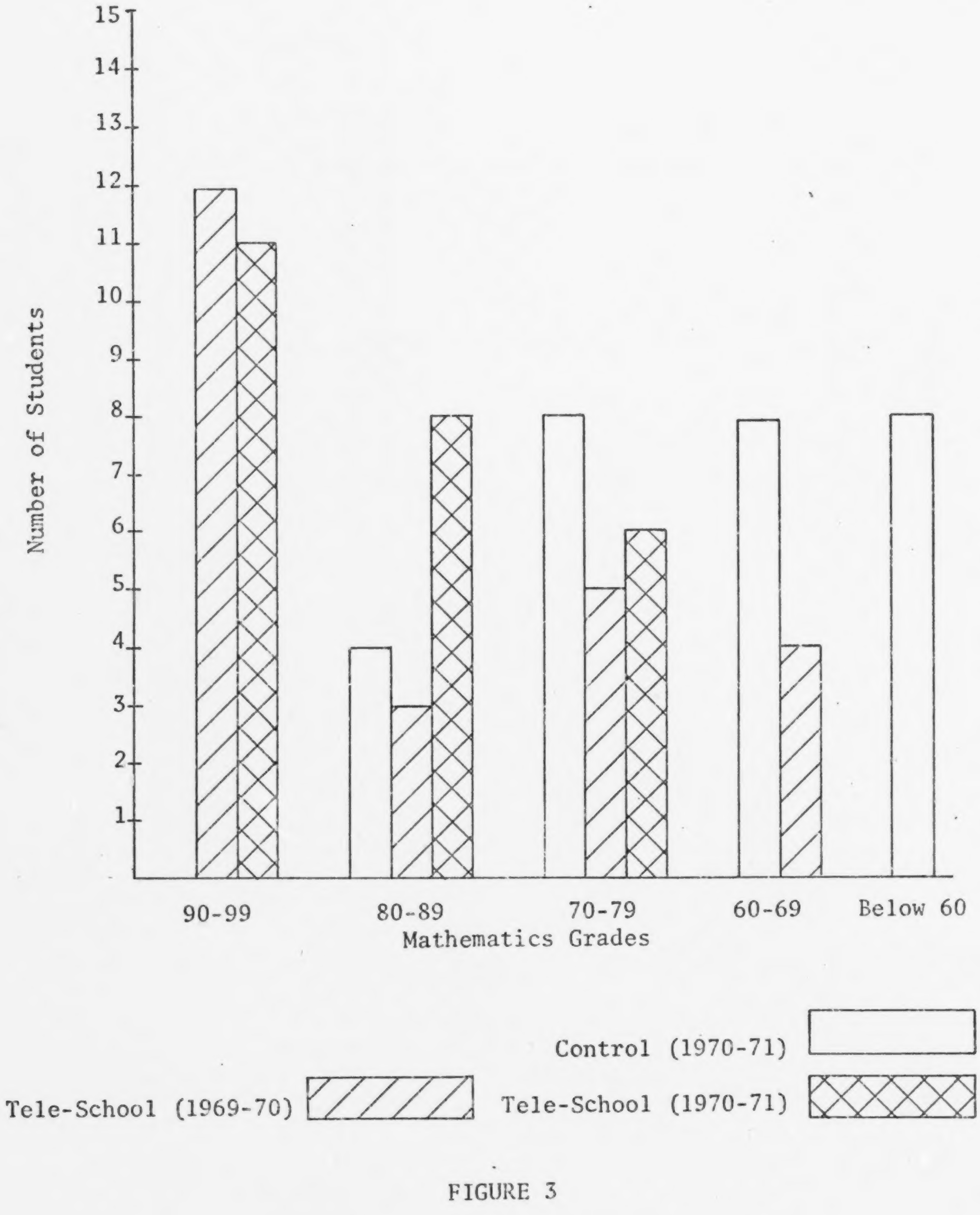

FIGURE 3

A COMPARISON OF MATHEMATICS GRADES
OF TELE-SCHOOL PARTICIPANTS IN 1970-71
WITH THEIR 1969-70 RECORDS AND
WITH THEIR 1970-71 CONTROLS

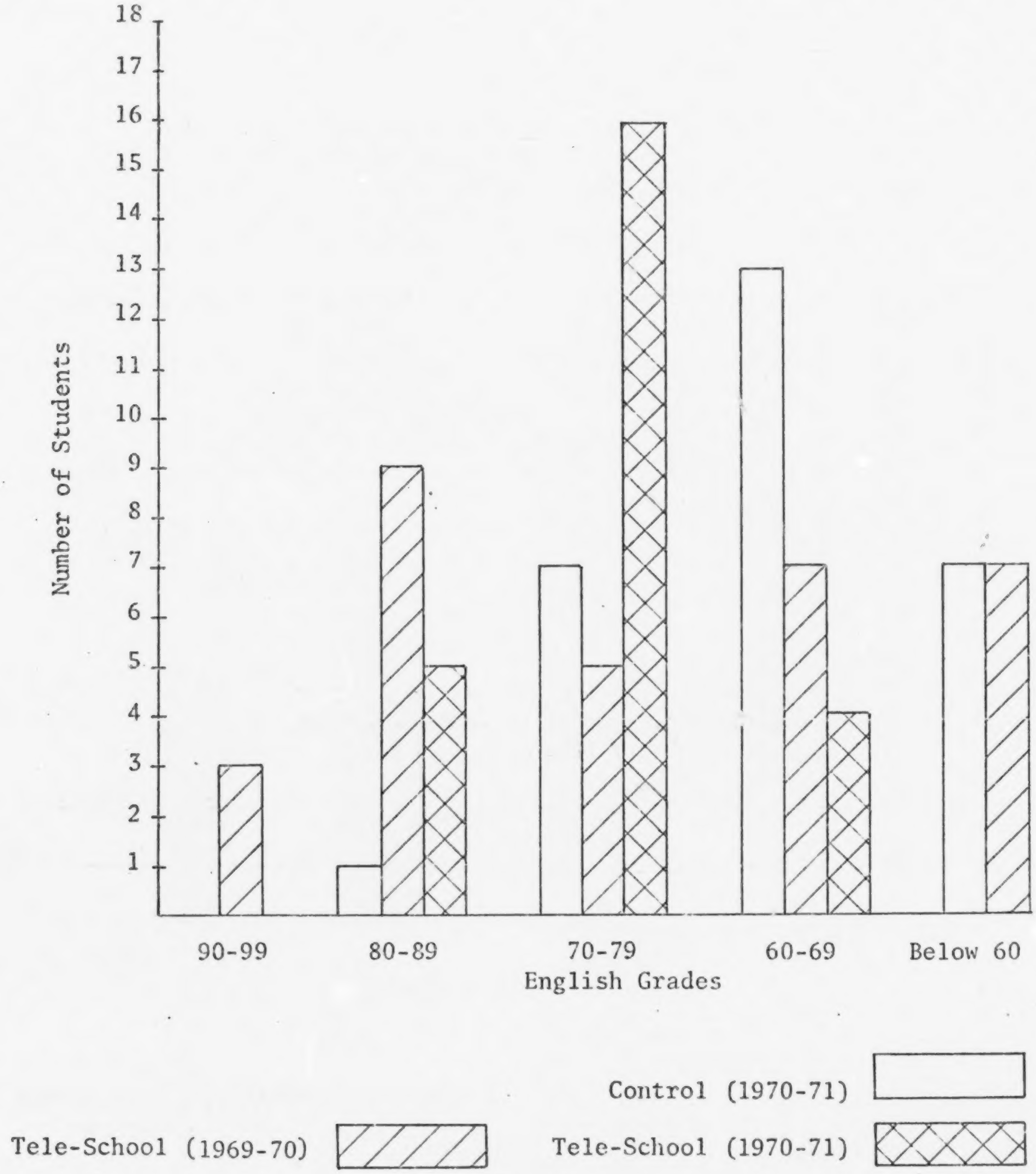

FIGURE 4

A COMPARISON OF ENGLISH GRADES OF
TELE-SCHOOL PARTICIPANTS IN 1970-71
WITH THEIR 1969-70 RECORDS
AND WITH THEIR 1970-71 CONTROLS

Assessment - Tutorial

> *Subject failure by tutees will be eliminated over the course of the current academic year in subjects in which they were assisted by tutors.*

The Evaluators were once again hampered by the lack of complete (in the case of two schools) or any (three schools) lists of tutees in the late Spring when data were being assembled. As a result, they were compelled to concentrate on only two tutee groups, those at Schools #2 and #102. Subject failure data were collected for 1969-70 and 1970-71 in the areas of Mathematics and Reading. In all cases, there was a higher incidence of failure in 1970-71. (See Table 38.)

TABLE 38

MATHEMATICS AND READING SUBJECT
FAILURE BY TUTEES AT SCHOOLS #2 AND #102
IN 1970-71 COMPARED TO 1969-70 RECORDS

School		Students Measured	Number With Math Failures	Number With Reading Failures
#2	1969-70	38	3	0
#2	1970-71	40	6	1
#102	1969-70	67	4	11
#102	1970-71	67	6	16

> *No tutors will dropout during or after participation in the Earn and Learn Tutorial program.*

This objective was not met. Three tutors at School #57 and one at School #133 dropped out during the 1970-71 school year. In terms of percent, both groups, with rates of 2.3% and 0.7% respectively, are far better than their home schools. (See Table 39.)

TABLE 39

DROPOUT RATES AMONG TUTORS DURING 1970-71

School	Time Period	Number of Tutors	Number of Tutor-Dropouts	Dropout Rate	School-Wide Dropout-Rate
#57	9/70-5/71	129	3	2.3%	7.2%
#133	9/70-5/71	145	1	0.7%	16.4%

Tutors and tutees will demonstrate a positive attitude toward the program by appearing for 95% of their appointed sessions.

These records were not maintained by elementary tutee supervisors. Investigation of secondary tutor supervisor records revealed that the objective was not met. Less than half the tutors atSchool #133 for whom ratings were available appeared for 95% of their sessions. At School #57, the level was higher at two-thirds, but this was still over 30% short of the 100% criterion. (See Table 40.)

TABLE 40

JOB ATTENDANCE OF TUTORS--1970-71

School	Number of Tutors	Number of Tutors Rated	Number Rated With 95% or Better Attendance	% Rated With 95% or Better Attendance
# 57	129	49	34	69.4
#133	145	84	39	46.4
TOTAL	274	133	73	54.9

To relieve economic stress by the payment of a small stipend.

Evaluation of this objective required development and distribution of a form designed to ascertain the ways in which the hourly wage had been helpful to tutors. This was not done.

Recommendations

Earn and Learn gives evidence of being the most successful single component in KAPS. Attendance averages are well above criteria, average achievement data are more positive than negative and Tele-School is the brightest spot in the project. *Adequate assessment, however, cannot be carried out when the records which must be relied upon are incomplete or non-existent.* The Evaluators are not in a position other than to request work data and supervisor ratings. It is incumbent upon the Project Director and the component coordinator to make the personnel concerned aware of the need for accurate and complete records. Lacking this, evaluation is weakened and management decisions have less than adequate basis.

The C & P Telephone Company presents a slightly different problem. Generally, cooperation provided KAPS has been outstanding. Inability to obtain periodic supervisor ratings was very unfortunate in that it denied the Project Staff a total picture of the progress made by the Tele-School class. It is, therefore, recommended that the Project Director work with C & P personnel to facilitate the exchange of job ratings.

The Evaluators recommend a closer liaison between KAPS and the telephone company in development of a school curriculum for Tele-School students. This was envisioned by the project proposal's objective which was "to develop a curriculum which correlates classroom instruction with job experiences and opportunites at the

Telephone Company."[1] This relationship could involve the exchange of ideas as well as materials. The educational curriculum C & P makes available to its line personnel for purposes of job enrichment and advancement might prove particularly beneficial to KAPS as source of material.

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[1] "KAPS Application for Continuation Grant" (May 1, 1970), p. 57.

STAY (Services To Aid Youth) CENTER

Overview

The STAY Center component of KAPS was designed to provide an observation and instruction center for students who, due to academic and/or behavioral problems, have consistent difficulty functioning in a normal classroom situation. There are two centers, an elementary one at School #2 and a secondary one at School #57. At each center, a Pupil Service Team works with students. The available personnel include a counselor, a social worker, a community liaison worker, a psychologist and a part-time psychiatrist. There are two master teachers in the secondary center and one in the elementary center.

Students who enter STAY are tested with objective instruments such as Stanford Diagnostic or Achievement Tests, the Durrel Analysis of Reading Difficulty and the Wechsler Intelligence Scale for Children to determine their functional levels. While in the center, students work on science and mathematics or language arts and social studies, singly or in small groups,depending on their needs. The team is charged with recommending positive approaches to understanding and/or modifying the students' behavior.

During the 1970-71 academic year, 72 target students were involved to a significant extent in STAY Centers, 23 at School #2 and 49 at School #57. The problems most often cited as bringing about assignment to STAY were poor attitude and disruptive classroom behavior. Once in the centers, students were grouped according to academic level or needs and recommendations of teachers, clinicians, counselors or other members of the school staffs. The student-teacher ratio in the centers was roughly 14 to 1. While enrolled in STAY, students spent nearly all their in-school time in the centers.

Assessment

> *Given a list of tasks, 100% of the STAY students will be able to distinguish between those tasks that call for personal responsibility and those that do not. A student's response is acceptable provided that he can discriminate correctly 90% of the given tasks.*

Both elementary and secondary STAY students fell far below the established criterion. There were 17 pupils in the center at School #2 while the responsibility "experiment" was being conducted. Only 5, or 29.4%, demonstrated the required success rate in identifying personal responsibility tasks. Of the 39 secondary students involved, 12, or 30.8%, performed successfully. (See Table 41 below.)

TABLE 41

SUCCESS RATES OF STAY STUDENTS IN
IDENTIFYING PERSONAL RESPONSIBILITY TASKS
AT A 90% LEVEL, 1970-71

Center No.	Number of Students Measured	Success Rate
2	17	29.4%
57	39	30.8%
Criterion		100.0%

Source: Weekly progress reports maintained by STAY Staffs on forms prepared by Evaluators.

Given a selection of a responsibility task made by the STAY student, he follows through to completion on his choice as the task describes. One hundred percent of the students will accomplish this 90% of the time.

The 16 elementary STAY students involved in the task "experiment" exhibited an acceptable responsibility task completion rate of only 25%. Secondary subjects rated higher at 44.7%, but both groups compare poorly to the established criterion of 100%. (See Table 42 below.)

TABLE 42

SUCCESS RATES OF STAY STUDENTS IN
COMPLETING CHOSEN RESPONSIBILITY TASKS
AT A 90% LEVEL, 1970-71

Center No.	Number of Students Measured	Success Rate
2	16	25.0%
57	38	44.7%
Criterion		100.0%

Source: Weekly progress reports maintained by STAY Staff on forms prepared by Evaluator

Given a list of activities, the STAY student distinguishes between those that call for an individual action and those that call for cooperative group activity. One hundred percent of the students will accomplish this 90% of the time.

Elementary STAY students present when the activities study was conducted (16) demonstrated a success rate of 45.8% in distinguishing individual action activities. This was less than half the 100% criterion but still higher than the 36.8% registered by secondary subjects. (See Table 43below.)

TABLE 43

SUCCESS RATES OF STAY STUDENTS IN IDENTIFYING INDIVIDUAL ACTION TASKS AT A 90% LEVEL, 1970-71

Center No.	Number of Students Measured	Success Rate
2	16	43.8%
57	38	36.8%
Criterion		100.0%

Source: Weekly progress reports maintained by STAY Staff on forms prepared by Evaluators.

Given a selection of a group or individual learning activity made by the STAY student, he follows through to completion on his choice as the activity describes. One hundred percent of the STAY students will accomplish this 90% of the time.

The STAY students measured--again, those in the centers at the time the "experiment"was conducted--did not approximate the 100% success criterion established for completion of individual activity choices. At School #2, the collective rate was 25.0%, and at School #57 it was 47.4%. (See Table 44 below.)

TABLE 44

SUCCESS RATES OF STAY STUDENTS IN COMPLETING CHOSEN INDIVIDUAL LEARNING ACTIVITIES AT A 90% LEVEL, 1970-71

Center No.	Number of Students Measured	Success Rate
2	16	25.0%
57	38	47.4%
Criterion		100.0%

Source: Weekly progress reports maintained by STAY Staff on forms prepared by the Evaluators

Students participating in STAY will attain the following objectives:

(1) an attendance rate 20% higher than his (her) average rate for the current year before entering STAY,
(2) a tardiness rate 20% lower than his (her) average rate for the current year before entering STAY,
(3) no suspensions from school, and
(4) a 10% increase in achievement over his (her) average rate for the current year before entering STAY;
(5) after leaving STAY the student will maintain attendance and achievement rates 5% higher than those for the parent school for the current academic year.

Before-and-during treatment attendance figures were collected for all pupils who entered STAY on or after 30 September 1970.

The attendance criterion was not met. School #2 subjects compiled an 88.9% pre-STAY attendance rate. During their STAY experience, attendance rose 1% but was still short of the 2.2% advance necessary to meet criterion. At School #57, STAY students' attendance slipped to 62.5% while part of the center from a pre-entry average of 63.7%. (See Table 45 below.)

TABLE 45

COMPARISON OF BEFORE AND DURING-TREATMENT ATTENDANCE RATES OF STAY STUDENTS, 1970-71

Center No.	Time Period	Number of Students Measured	Average Rate
2	Before STAY	15	88.9%
2	During STAY	15	89.9%
2	CRITERION		91.1%
57	Before STAY	32	63.7%
57	During STAY	32	62.5%
57	CRITERION		71.0%

Source: Pupil Service Team and Automated Attendance records

An additional attendance criterion was a rate increase of 5% by post-STAY pupils over that of their parent schools. At School #2 where the school-wide attendance for 1970-71 was 86.4%, students phased out of STAY surpassed the objective (87.1%) with a rate of 89.6%. The School #57 subjects, however, maintained a post-STAY attendance rate of only 46.1%, far below their 74.3% criterion.

See Table 46 below.)

TABLE 46

COMPARISON OF POST-STAY (PHASED OUT) ATTENDANCE RATES WITH THOSE OF PARENT SCHOOLS, 1970-71

Group	Time Period	Number of Students Measured	Average Rate
School #2-STAY	Post-STAY	11	89.6%
School #2-(entire population)	9/70-5/71	712	86.4%
CRITERION	Post-STAY		87.1%
School #57-STAY	Post-STAY	15	46.1%
School #57-(entire population)	9/70-5/71	1558	72.9%
CRITERION	Post-STAY		74.3%

Source: Pupil Service Team and Automated Attendance records

A 20% drop in tardiness by students in STAY, as measured against their pre-STAY rate, was established as an index of the "experiment's" success. There was only partial achievement of this objective. The elementary subjects (School #2) showed a 4.9% increase in tardiness after entering STAY. At School #57, however; the STAY lateness rate of 11% was less than half the student's pre-treatment rate. (See Table 47 below.)

TABLE 47

COMPARISON OF 1970-71 TARDINESS RATES OF STAY STUDENTS BEFORE AND DURING THEIR STAY EXPERIENCE

Center No.	Time Period	Number of Students Measured	Average Rate
2	Pre-STAY	15	14.8%
2	In STAY	15	19.7%
2	IN-STAY CRITERION		11.8%
57	Pre-STAY	32	26.1%
57	In STAY	32	11.0%
57	IN-STAY CRITERION		20.9%

Source: Pupil Service Team and Automated Attendance records

It was hoped that STAY would correct and re-orient student opinion and behavior to the point that suspensions would be eliminated among "experimental" pupils. Complete success in this area was achieved at School #2. Secondary pupils averaged 0.88 suspensions while involved in STAY. Table 48 below contains before-during-and-after-STAY suspension data on students in the secondary center with a most decided downward trend evident.[1]

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[1] Before and after-STAY suspension records were not maintained at the School #2 center.

TABLE 48

SUSPENSIONS AMONG SECONDARY STAY STUDENTS BEFORE, DURING AND AFTER THEIR STAY EXPERIENCE, 1970-71

Time Period	Number of Students Suspended	Number of Suspensions
Before STAY	30	76
During STAY	25	43
After STAY	5	6

Source: Pupil Service Team records

Due to the fact that phase-in and phase-out dates were scattered and did not coincide with grading periods--quarters at School #57 and thirds at School #2--the Evaluators were not able to compile before-during-and-after-treatment achievement data on STAY pupils. Instead, 1969-70 and 1970-71 mathematics and language arts grades were examined. Since STAY attempts to improve overall growth among participants, this appeared to be a relevant measure. The pupils examined, both elementary and secondary, demonstrated gains in language arts. School #2 subjects gained in mathematics also.

Actual grade averages are reported for School #57 in Table 49 below. At School #2, however, letter grades are employed. In order to establish averages, the Evaluators translated the letters to numbers according to the following code: A=5, B=4, C=3, D=2, U=1.

TABLE 49

COMPARISON OF 1969-70 AND 1970-71 MATHEMATICS AND LANGUAGE ARTS GRADES FOR STAY STUDENTS

		Average Teacher Grades					
		Language Arts			Mathematics		
Center	N	1969-70	1970-71	Net Change	1969-70	1970-71	Net Change
2	23	1.4	2.1	+0.7	2.0	2.2	+0.2
57	48[a]	60.4	62.2	+1.8	61.1	60.4	-0.7

[a] No report available for one pupil.
Source: Teacher grades as listed in school offices

Staff Process Objectives:
(1) *To identify and screen students for the STAY Centers on the basis of student profile records,*
(2) *To identify the problems of each STAY student which do not allow him to function in a regular classroom,*
(3) *To identify the psychological and/or self-concept needs of all STAY pupils,*
(4) *To identify the physical needs of all STAY pupils,*
(5) *To identify the mathematics and reading skill levels and needs of all STAY pupils.*

A copy of the "Guidelines for STAY Center Operations" is contained in Appendix D of this report. This reference document details the procedure set up by the Project Staff for entrance of a student into a center. Involved are conferences with and about referred pupils involving teacher, counselor and principal. After recommendation by the STAY counselor and approval by the principal, the prospective subject is screened by the Pupil Service Team prior to final acceptance.

According to a member of the secondary STAY Staff, this procedure was followed to the letter, even to the point that the team was weighed down by excessive paper work. The prime consideration was to avoid allowing students referred simply on the basis of pupil-teacher personality conflicts to pass through a less-stringent screening process. There was some deviation from the *modus operandi* at School #2 which is discussed in the "Recommendations" section of this chapter.

Reading and arithmetic achievement levels of STAY referrals were provided to the STAY Staff by regular teachers as part of the background information summary. Further data were gleaned from testing carried out by the STAY Staff.

In most cases, the STAY Staff did not concern itself with physical needs of the students beyond supplying them with clothing and shoes where needed, leaving health problems to school personnel. No formal self-concept measures were employed, rather observations by psychologists and psychiatrists were relied upon.[1] A Phase-Out Information form was completed for each student in STAY. Such information as referral reason and attendance and achievement data were recorded, and current work in science, mathematics, English and social studies was detailed. By this means, the STAY Center was provided an accurate record of its services, and the regular classroom teacher could discover the current status of a phased-back pupil. Provision was made on this form for prescriptions and recommendations, but these areas were not completed by the teams.

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[1] Refer to discussion of self-concept measures in the"Terminal Objectives" section of this report.

In an attempt to regularize collection of attendance and suspension data, the Evaluators designed a STAY Component Profile card, a copy of which is included in Appendix G of this study. In so far as these forms were used there were data available to the Evaluators.

> *One hundred percent (100%) of the parents of STAY students will accept one-half of the opportunities the school provides to obtain information about their children and interact with the STAY Staff.*

Data gleaned from Pupil Service Team records and interviews with the psychologist indicate that parents of all School #2 STAY students responded to 75% or more of the opportunities offered. At School #57, parents of 45 out of 49 (91.8%) students accepted at least half of their chances for involvement with STAY.

Involvement of parents as a way of staying informed as to the progress of their children is important and necessary. The evidence points to the type of parental concern needed by the students, and is even more positive in light of problems, such as lack of communications skills, telephones and baby-sitting facilities, common to these parents.

> *One hundred percent (100%) of the STAY students, given a situation which illustrates descriptive classroom behavior and a list of possible explantions for the behavior, will distinguish between plausible and implausible explantions. They will accomplish this 90% of the time before resuming their regular schedules.*

Given an academic objective and at least two instructional activities with different individual or group learning environment requirements, 100% of the STAY students will select the group activity 50% of the time.

These two objectives were not measured. It was determined by the Evaluators and the STAY Staff that such study would require deviation from normal STAY activities for the sole purpose of providing data for the Evaluation, and this was judged unwise.

Recommendations

The Evaluators recommend that the STAY and Project Staffs exert even more stringent control over referral procedures. There are still differing understandings about the functions of STAY among various Project and school personnel. Questions arise concerning exactly what type of student should be referred and by whom and how long the STAY experience should last. The attendance and achievement data included in this report show that STAY is far from completely successful and suggest the possibility that the centers are accepting clients they are not equipped to help. The STAY Staff should endeavor to eliminate both students who seem to be taking advantage of the more relaxed STAY atmosphere to avoid return to the regular classroom and those who seem to make no appreciable progress after a reasonable time. Perhaps the STAY Center program itself should be reviewed in light of these difficulties.

The principal of School #2 should be discouraged from using the elementary center as a temporary--one day or less--adjustment center for pupils never formally referred to STAY. This procedure defeats the purpose of the "experiment" and can only create an unwarranted drain on the energies of the Pupil Service Team.

The Evaluators recommend that some sort of regular rotation of students in and out of STAY be established. The lack of any clear directive from the Project Staff regarding length of tenure in STAY has created a confusion and precipitated a strong Staff reaction to a similar suggestion offered in the Interim Evaluation Report.[1]

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[1] Ibid., p. 32.

Once a normal rotation is established, more students will be served. The Staff then should be readily able to see the effects of STAY on a before-during-and-after-treatment basis and can make determinations regarding the strengths and weaknesses of the component.

Afforded more time during the latter half of the year for data collection, the Evaluators filled in many of the gaps in achievement information apparent in the Interim Evaluation Report. The Evaluators, therefore, re-emphasize a recommendation made in that document[1]--existing achievement data should be used by the Pupil Service Teams for measurement and diagnostic purposes wherever it is adequate for these purposes. If in-center testing can at least be reduced, a time savings will result, and the bases upon which diagnoses are made will tend to be regularized.

Upon examination of completed Phase-Out Information forms, it became apparent to the Evaluators that the Pupil Service Teams are not familiar with instructional prescriptions. The "prescriptions" provided are descriptions of behavior and activity rather than recommended procedures or curricula to guide regular classroom teachers. In this regard, STAY is missing an opportunity to further benefit phased-out students.

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[1] Ibid.

STAY Staff members have informed the Evaluators of students knocking on the doors of their centers and asking to come in--to sit, to take part, to obtain clothing, or whatever. A procedure should be developed by KAPS, either within or without STAY, to handle requests such as these while not taking the time of the Pupil Service Team from pupils legitimately referred.

The Evaluators feel that a problem was created--in that all students were not seen each week--when the psychologist traveled back and forth between the two STAY centers and did not adhere to the schedule which called for two days a week at School #57 and three at School #2. It is felt that each STAY pupil should be seen twice a week, once in the classroom setting and once otherwise, either singly or in a group situation. In this way, a more continuous individual progress may be maintained.

The Evaluators are concerned about observations of the Pupil Service Teams and word-of-mouth feedback which indicate that individual members of the groups tend to abrogate the team approach to pupil selection and treatment and attempt to act as administrators. The concept is of a team composed of representatives of various disciplines each of whom contributes to the centers' work with students. No specific individual leadership was provided for, and it is felt that the teams would function better if this were borne in mind.

In the course of their examination of attendance data, the Evaluators uncovered a considerable discrepancy between Automated

Attendance figures used in this report and those maintained by the STAY Center at School #57. The latter data showed 182 fewer absences. A possible explanation for the difference is that students did not always check in with their regular homeroom teachers as required before reporting to STAY. Whatever the reason, it is vital that this situation be avoided in the future. If STAY figures do not agree with those recognized as official by the school system, validity of evaluative data is and will be questionable.

In light of the questionable success of STAY in 1970-71 it may be incumbent on the KAPS Staff to make a determination concerning the future philosophic direction of the centers--social, academic, or a continued combination of the two. If academic emphasis is chosen,thought must be given to providing STAY with more complete equipment and materials. Presently, for instance, there are no teaching machines or language labs, and the Evaluators have observed regular classrooms in the parent schools which are better equipped than the STAY Centers.

COMMUNITY LIAISON ASSISTANTS

Overview

The intent of the Community Liaison Assistants (CLA) component was to increase community involvement and interest in the school system in general and KAPS in particular and to influence target school pupils to remain in school and attend regularly. There were 16 CLA workers during 1970-71. Three elementary schools--#2, #109 and #116--had one assistant each and two--#102 and #139--had two. Three workers were based in each secondary target school--#57 and #133. There was also one worker at School #8 (elementary) and two at #453 (junior-senior high); these two schools were KAPS target schools during 1969-70 but were involved only in CLA during 1970-71. The workers, who were members of the KAPS community, had the responsibilities for investigating attendance problems through home contacts, making recommendations concerning family services where such were needed,and interpreting community problems to the schools and vice-versa.

Generally, the need for CLA intervention was determined by examination of attendance records by members of the CLA Staff. Additionally, referrals came from principals, teachers, counselors and parents. Feedback to involved students and their parents was arranged through in-school conferences, letters, telephone calls and additional home visits. Letters, conferences and telephone calls were also employed for initial contacts, but the basic method of approaching the referred students and their parents was through home visits. The CLA workers averaged 15-20 such visits a week.

The Evaluators developed a Community Liaison Profile card for use by the CLA workers which was reviewed by the Project Director and the component Coordinator. The card provided for monthly recording of data in areas of attendance, classroom participation, complete homework, grade average, and parent and CLA contacts. The majority of the 3,076 profile cards filled out by the workers reflected brief one-time-only in-school encounters with students. The Evaluators concentrated on the 618 cards which represented actual cases where students had been visited or otherwise contacted and followed up outside of school by workers. (A copy of the profile form may be found in Appendix G.)

Assessment

> *One hundred percent (100%) of the students in the potential dropout population will achieve the following:*
> *a) a decreased rate of tardiness;*
> *b) a decreased rate of absenteeism;*
> *c) an increased rate of voluntary participation in the classroom;*
> *d) a decreased rate of incomplete homework; and*
> *e) an increase of 25% in grade average.*

The Evaluators intended to rely on information accumulated by component personnel on the Community Liaison Profile cards in their assessment of this objective. For the most part, attendance data were not collected. Those data which were entered on the profile records were very incomplete. Three assistants maintained fairly complete information, but the desired downward trends are not in evidence. Classroom data--parts c, d and e of the objective--were not collected at all. Provision was made on both the profile card and the "Pupil Progress and Analysis Sheet" used by the assistants for recording these indices. But it was determined by the Evaluators and the CLA Coordinator that the time and difficulty involved in gathering the information precluded the effort.

> *Weekly Student Profile Records will be constructed and maintained on 100% of the students in the target schools beginning with those students identified as extreme problem cases. Profile records will graphically present the change in student performance over time in each of the following areas: tardiness, absenteeism, voluntary participation in the classroom, completed homework, and grades.*
>
> *Weekly contact profile records will be constructed and maintained which reflect the number of contacts made over time in behalf of each student in the potential dropout population. There will be a contact profile record for each student in the potential dropout population.*

> *Weekly Parent Initiative Profile Records will be constructed and maintained which reflect the number of contacts over time initiated by parents in behalf of their son or daughter with whom a community liaison assistant is working. Contacts "initiated" by parents are to include positive responses by parents to invitations from the school or student. There will be a Parent Initiative Profile Record for each student with whom a CLA is working.*

The three profile records were combined by the Evaluators into the Community Liaison Profile card. It was determined by the Evaluators and the Project Staff that maintainance of a record for each of the 6,400 target school students would be much too cumbersome a record-keeping endeavor to be undertaken. Cards were used only for those students contacted by the CLA workers. Although posting of pupil attendance and classroom data was either incomplete or non-existent, records of parent and CLA contacts were maintained.

> *The community liaison assistants will initiate contacts in behalf of 100% of the students whose Student Profile Records reveal any of the following conditions over a four-week period:*
> *a) an increased rate of tardiness;*
> *b) an increased rate of absenteeism;*
> *c) a decreased rate of voluntary participation in the classroom;*
> *d) an increased rate of incomplete homework, or*
> *e) a decrease of 10% in grade average.*
> *The date of the initial contact, who was contacted, and the name of the CLA who made the initial contact will be clearly noted on the Student Profile Record. The initial contact is to be made during the first week following the four-week period.*

Once again, implementation differed from planning. The basic source relied upon by the CLA workers in selecting their clients was a list, compiled from Automated Attendance data, indicating every student in the target schools who was absent from school 40 or more days during the 1969-70 school year. In addition, pupils were referred for CLA assistance by school administrative personnel, counselors and teachers. Students dealt with by the workers included ones suspended from school, ones who did not return to school after summer vacation and ones whose lack of clothing kept them from school. The predominant focus of the component, however, was on attendance and tardiness problems. For those students for whom assistance was recommended during the year, the four-week waiting period suggested by the objective was not necessarily adhered to. Rather, referral was made by school personnel to the CLA's whenever a problematic trend became apparent.

> *The CLA's will increase the rate of contacts for 100% of the students for whom an initial contact is made. This increased rate of contacts is to be reflected on the contact profile records. The rate of contacts made in behalf of each student is to continue to increase over time until the conditions reflected on the Student Profile Record which initiated the first contact are reversed.*
>
> *For 100% of the students who have received initial contacts from CLA's the number of contacts initiated by parents of each student will increase over time until the conditions reflected on the Student Profile Record which initiated the first contact are reversed.*

This portion of the design was not implemented as planned. Table 50 below contains data on data on contacts made by Community Liaison Assistants and parents. Each line in the table represents the efforts of one of the 13 workers in the seven target schools--the workers for whom data were available. (To avoid personal comparisons,workers' names have not been included.) The profile sheets made available to the Evaluators revealed 1375 cases where a CLA worker had made a successful contact with the home of a student--half the number contained on the list of students with 40 or more 1969-70 absences. Of this total, less than half the case records (44.9%) indicated more than one successful home contact, at least one of which was in person. Only 36.3% of the cases (499) listed any parent contacts, and only 204 records (14.8% of the total) showed multiple contacts by parents. Finally, multiple contacts by both parents and CLA workers relative to the same student coincided 177 times--12.9% of the reported cases.

There is one instance, the worker at School #116, where the profiles indicated the multiple contacts envisioned by the objectives. These totals, however, were so far different from those of the other 12 workers that the Evaluators discussed the matter with the component Coordinator. The explanation was that,for the most part, the students visited by this worker were clustered in a housing project very near the worker's home, and she spent days, evenings and weekends on the job--visiting or receiving visits.

TABLE 50

COMMUNITY LIAISON ASSISTANT AND PARENT CONTACT PROFILES - 1970-71

School No.	Number of Cases Revealing Successful Home Contacts	Number of Records Showing More Than 1 Successful Home Contact-(At least 1 in Person)	Number of Cases Showing Parent Contacts	Number of Cases With More Than 1 Parent Contact	Number of Cases With More Than 1 Parent and 1 Successful CLA Contact
2	108	51	24	0	0
102	104	49	35	5	4
102	76	29	10	2	1
109	104	62	36	13	9
116	138	137	136	136	136
139	82	17	3	0	0
139	70	29	1	0	0
57	107	38	34	4	4
57	145	69	47	5	4
57	207	57	93	17	7
133	95	24	22	9	2
133	86	35	46	8	5
133	53	21	12	5	5
TOTALS	1375	618	499	204	177
PERCENTAGE OF TOTAL CASES		44.9%	36.3%	14.8%	12.9%

Source: Community Liaison Profile cards provided to Evaluators by component personnel.

Recommendations

The intent and direction of the CLA component must be thoroughly re-examined. It has been determined by the KAPS Staff that a student who misses 40 or more days from school during a given year should be considered as having an attendance problem and therefore being dropout-prone. A listing of such target school students was made the basic source for CLA contacts. There were 1,749 target-school students included on this listing as a result of 1969-70 school year attendance records----and 13 workers to serve the seven schools. This was clearly an impossible task, for even as dropouts and transfers could be eliminated from consideration along with students whose attendance improved sharply, their places would be filled by referrals from counselors, teachers, etc.

The Evaluators still consider data asked for in the objectives set forth for the 1970-71 CLA program to be valuable. Attendance and classroom-performance information collected at regular intervals would provide a useful before-during-and-after-intervention profile of students identified as poor attenders. A chart of contacts made on behalf of these students would yield an index of what effort is necessary to bring a recalcitrant or troublesome pupil back to school on a regular basis.

In view of the recordkeeping problems the CLA workers experienced, the Evaluators reiterate the recommendation, included in the Interim Evaluation Report[1], that clerical support be provided the CLA Coordinator. Readily-available data should not be ignored because there is no time to profile it.

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[1] Ibid., p. 34.

The 1970-71 CLA staff did not seem able to fully carry out the objectives of the component as they existed. Thought must be given by the Coordinator and the Project Staff to whether this failure was due to the breadth of the job undertaken by a small staff, shortcomings among the component personnel or a combination of these. Financial considerations, of course, will have to determine the feasibility of staff expansion. Ways to delimit the job of the available staff might be to concentrate first on students with attendance problems who are already involved in KAPS, or students who have suspension problems.

STAFF TRAINING

Overview

The aims of the Staff Training component, as outlined in the KAPS proposal, included training of 40 substitute teachers, orientation of school personnel to the purpose and scope of the Project, "urbanizing" mathematics and language arts curricula to make them more relevant to students, and development of a behavior modification or contingency management program.

During 1970-71, the major thrust of Staff Training has been toward contingency management. This experiment was carried out in Unit C at Lombard Junior High School (#57). There were four training sessions, involving a total of 128 teachers, which introduced a point system of rewards for desirable student behavior. Students received instant feedback on their earnings from cards they carried from class to class and had stamped by teachers. Homeroom teachers acted as bankers and maintained records of points earned. Students used their points to "buy" items or playtime from the Mod House, a large room at Lombard equipped with such things as a small store, a record player and a pool table. Less than one-third of the staff members involved in the training made active use of their new skills.

The overall aim of the behavior modification program was to use positive measures to motivate pupils to attend school and achieve academically at a higher level. Attendance and achievement data for pupils involved in the experiment are included in the "Daily Program" chapter of this report. (q.v.)

Apart from contingency management, Staff Training touched on several other areas. During the summer of 1970, a human relations workshop was conducted at Lombard Junior High School. Lombard teachers and students were involved in the week-long clinic along with members of the Project Staff. These three groups worked together in an attempt to improve communications and understanding between and among them concerning problems, life-styles and personal self-image. "A Report on The Human Relations Seminar" was submitted to the Project Director by Brown and Associates, the consultant.

Interaction analysis was introduced as a new facet of Staff Training. The workshop dealt with the Flanders System of self-analysis, an observational procedure which can be used to classify verbal behavior of teachers and students, showing how it operated and how to use it.

Table 51 below outlines Staff Training activities which took place during the 1970-71 school year.

TABLE 51

STAFF TRAINING ACTIVITIES: 1970-71

Type of Workshop	Dates	No. of Staff	No. of Students	No. of Sessions
Behavior Modification	6/29/70-7/31/70	70	--	24
Tutorial	6/29/70-8/7/70	10	--	29
Human Behavior	8/24/70-8/28/70	71	31	5
Pre-Service	8/24/70-8/28/70	13	--	5
Behavior Modification	10/22/70-2/11/71	24	--	13
Behavior Modification	10/24/70-2/13/71	24	--	13
Interaction Analysis	12/3/70-12/7/70	34	--	3
Kapsule Writing	1/20/71-6/9/71	10	--	
Behavior Modification	2/17/71-5/13/71	10	--	15
Mathematics	3/10/71-3/17/71	18	--	3
Language Arts	2/10/71	16	--	1
Reading	2/26/71	20	--	1
Reading	4/5/71	12	--	1
Reading	6/7/71-6/8/71	8	--	2

Assessment

The Evaluation Design for Staff Training was not implemented. Problems and decisions are alluded to below in reference to individual objectives.

> *One hundred percent (100%) of the Project KAPS teachers who have been exposed to Staff Training Workshops during the Summer or Fall of 1970 will accomplish the following by the end of the 1970-71 academic year:*
>
> *(1) increase by 50% the frequency and variety of positive verbal and non-verbal reinforcement responses and/or statements to pupils in the classroom,*
>
> *(2) decrease by 50% the incidence of negative reinforcement responses to students' academic performance, and*
>
> *(3) increase the Flanders interaction analysis indirect-direct ratio by 50%.*

Mid-year implementation of the Evaluation Design precluded collection of baseline data against which to measure change made during the course of the year. It would have been misleading to apply full-year criteria to any advance or retrogression made during only half that time.

> *Given occurence of anti-social overt pupil behavior, 100% of the teachers trained during the Summer or Fall of 1970 will demonstrate modification of their responses to such behavior in the following ways by May 1971:*
>
> *(1) decrease by 50% their use of dissident response,*
>
> *(2) increase by 20% the withholding of sanctions, and*
>
> *(3) increase by 50% their use of prompted reward behavior.*

This objective was eliminated from the design by the Evaluators. They felt it extremely unwise to encourage anti-social behavior on the part of any target school children. Given a generally poor attitude toward school--manifested by low attendance and high dropout rate--any attempt to elicit anti-social activity, even for a short period of time, seemed to the Evaluators and the Project Staff to be inviting the possibility of unfortunate after-effects.

As a result of the staff training, 100% of the trained KAPS teachers will increase the incidence of providing rewards, honors, or privileges to students for completion of learning and/or academic performance by 50% by the end of the year 1970-71.

The Evaluators did not pursue data collection relative to this objective. No teacher-by-teacher record of rewards, etc., given was maintained--the Evaluators had assumed records were being kept. However, partial information on numbers of points spent by students in Behavior Modification classes was maintainedby the Project's Consultant in this area. Data for the experimental classes for the months of March, April and May 1971--the only period for which there are complete data--reveal no discernible trend. One class increased its point expenditure slightly (192 to 218 points a month) and a second declined (139 points to 96) while the third increased markedly (94 points to 165). The Consultant was not aware of how many point cards were lost or otherwise not redeemed, so the accuracy of the picture presented by the totals reported above is open to question.

The Consultant, however, did indicate disappointment in the point totals of two experimental classes which did not show substantial gains.

> *One hundred percent (100%) of the trained KAPS teachers will be able to code the overt behavior of students in their classrooms at an 80% level.*

The filming and/or videotaping required for this experiment proved, upon further examination, to be impractical, and the objective was deleted.

> *By December 1971, 100% of the trained KAPS teachers will be implementing the procedure of writing instructional prescriptions for potential dropout students, utilizing instructional activities in performance agreement with the prescription, and testing the students with assessment tasks which are congruent with both the prescription and the instructional activities.*
>
> *Over the life of the project, all teachers in the KAPS schools will participate in workshops involving curriculum development and human relations and will thereafter be exposed to the training outlined in previous staff product objectives.*
>
> *Given instructional prescription for a student, 100% of the KAPS teachers will be able to construct and interpret a set of instructional activities and assessment tasks that have performance agreement with the instructional prescription of the student. "Construct" is to be interpreted as the selection of instructional options rather than the production of new material. The goal of 100% of the KAPS teachers is to be attained by September 1971.*

These are long-range objectives and were not considered by the Evaluators for purposes of this report. Discussion of the accomplishments of KAPS teachers with respect to instructional prescriptions may be found in the chapters of this document dealing with STAY and Daily Program.

Recommendations

The Evaluators propose that the concept of Staff Training within Project KAPS be drastically altered. Under this reorientation, Staff Training would be eliminated as a separate component and the monies allocated to it be placed in an administrative pocket earmarked for staff support services at the Project Director's discretion. In this manner, Staff Training would become a flexible tool of the Director's, used to provide whatever support or training might be necessary. For example, when a weakness among members of the staff is apparent (e.g., inability to prepare prescriptions) a workshop would be organized to combat the problem. Staff Training would not be bound by its own preordained set of objectives which might or might not reflect the uses of or needs for it, but would serve a useful role in the accomplishment of other components' goals.

The Project should continue its practice of utilizing personnel resources within the school system wherever possible in training sessions. When use of outside consultants is at a minimum, expense to the Project is reduced and organization of workshops is expedited.

TEACHER ACCOUNTABILITY PLAN

Overview

The Teacher Accountability Plan (TAP) component was new to KAPS during the 1970-71 academic year. The entire tenth grade at Dunbar was involved, and the experiment sought to improve faculty-student communications and relationships. The Project Staff hoped in this manner to encourage participants of a very drop-out prone age to remain in school and to develop positive attitudes toward learning situations. Tenth grade students were arbitrarily assigned to sponsor teachers or "buddies" in groups of ten. The sponsors, who were offered a stipend of $500 for participation, were given the responsibility of meeting with their groups for informal discussions, recreational activities, or cultural experiences based on students' wishes.

Assessment

> *Students participating in the TAP component will attain a dropout rate 10% less than the parent school during the 1970-71 academic year and 20% less than the 10th grade at Dunbar during the 1969-70 academic year.*

TAP fell far short of its goals relative to dropout rate. (See Table 52 below.) As of the end of May 1971, 89 current-year tenth graders, 15.7% of the class, had dropped out of school. The increase over the 1969-70 tenth grade figures is marked--already there are 22 more 1970-71 dropouts then there were last year, representing a 3.6% rise in rate and leaving TAP 6% over its 10th grade criterion. The TAP dropout rate is below that of Dunbar as a whole for 1970-71 (16.4%), but still above its 14.8% criterion in this area.

TABLE 52

DROPOUT RATES OF TEACHER ACCOUNTABILITY
PLAN PARTICIPANTS: A COMPARISON OF 1970-71
DROPOUT DATA FOR TAP AND OTHER SELECTED GROUPS

Group	Period of Time	Number of Dropouts	Dropout Rate
TAP Participants	9/70-5/71	89	15.7%
School #133 10th Grade	9/69-6/70	67	12.1%
TAP Criterion: 1969-70 10th Grade			9.7%
School #133 (Entire population)	9/70-5/71	236	16.4%
TAP Criterion			14.8%

Students participating in the TAP component will attain an achievement score average equal to that of the parent school during the 1970-71 academic year and that of the 10th grade at Dunbar during the 1969-70 year.

Average achievement figures presented in Table 53 below reveal that TAP failed to meet its 1970-71 criteria in this area. All available year-end English and mathematics classroom grades were collected for TAP participants. Ten percent (10%) systematic samples were taken of similar data for the entire 1970-71 Dunbar population and the 1969-70 Dunbar 10th grade. The TAP averages of 66.4 (English) and 64.6 (mathematics) are the lowest of the three groups examined.

TABLE 53

CLASSROOM ACHIEVEMENT DATA ON TEACHER ACCOUNTABILITY PLAN PARTICIPANTS IN COMPARISON TO FIGURES OF OTHER SELECTED GROUPS

Group	Time Period	Mathematics N	Mathematics Average	English N	English Average
TAP	1970-71	103	64.6	234	66.4
School #133 TAP Criterion: (entire population sample)	1970-71	120	69.0	120	69.7
School #133 TAP Criterion: (10th grade sample)	1969-70	50	67.9	50	70.1

Students participating in the TAP component will attain an attendance rate higher than the parent school during the 1970-71 academic year and 50% higher than the 10th grade at Dunbar during the 1969-70 year.

Table 54 below displays attendance data for TAP. The component participants failed to match Dunbar's 1970-71 attendance figure, compiling a rate of 68.6% whereas the school-wide rate was 69.4%. It is noteworthy that there was a slippage of 2.7% in Dunbar's attendance between January and May while TAP's figure fell only 0.7%, indicating that during the second half of the year TAP's attendance was higher than that of the school. Attainment of a 50% rate improvement over the attendance of the 1969-70 Dunbar 10th grade would have required a rate of 83.3%. This figure was not approached.

TABLE 54

ATTENDANCE PATTERNS OF TEACHER ACCOUNTABILITY PLAN PARTICIPANTS: A COMPARISON OF CURRENT TAP RATE WITH THOSE OF DUNBAR AND THE 1969-70 10TH GRADE AT DUNBAR

Group	Period of Time	Net Roll	Attendance Rate
TAP Participants	9/70-5/71	477	68.6%
TAP Criterion: School #133 (entire population)	9/70-5/71	1202	69.4%
School #133 10th Grade	9/69-6/70	483	66.5%
TAP Criterion			83.3%

Students participating in the TAP component will attain a tardiness rate equal to that of the parent school during the 1970-71 academic year and 10% lower than the 10th grade at Dunbar during the 1969-70 year.

Perusal of TAP tardiness data contained in Table 55 below reveals that the component met with only partial success in this area. The 10th grade (TAP participants) during 1970-71 was tardy 6.25% of the time, 0.52% more in rate than the entire school population. TAP students were far below their criterion relative to the 1969-70 10th grade which required a rate of 12.40%. Dunbar has made a tremendous improvement in the area of lateness, cutting its 1969-70 rate in half during 1970-71. TAP's improvement, over the 1969-70 10th grade was even greater - a reduction of 55%.[1]

TABLE 55

TARDINESS PATTERNS AMONG TEACHER ACCOUNTABILITY PLAN PARTICIPANTS: COMPARISON OF THE 1970-71 TAP RATE WITH THOSE OF OTHER SELECTED GROUPS

Group	Period of Time	Tardiness Rate
TAP Participants	9/70-5/71	6.25%
School #133 10th Grade	9/69-6/70	13.78%
TAP Criterion		12.40%
TAP Criterion: School #133 (entire population)	9/70-5/71	5.73%
School #133 (entire population)	9/69-6/70	11.41%

---

[1] As was indicated in the Interim Evaluation Report, the Evaluators considered enlarging their examination of TAP attendance and tardiness data to include 1969-70 data for the participants. Due to the difficulty of tracing the students back to junior high schools, this idea was abandoned.

All tenth grade students at Dunbar will be assigned, in groups of approximately ten, to specially designated Dunbar teachers.

Each sponsor teacher will meet weekly with his or her group after school to carry out a half-hour informal dialogue on topics selected by the pupils.

Each sponsor teacher will visit the home of each member of his or her group at least once during the program.

Performance of the TAP sponsor teachers in response to these staff process objectives was generally disappointing. All 10th grade Dunbar pupils were assigned to "buddies". Less than one-third of the 45 teachers involved conducted weekly rap sessions with their groups, and fewer than 10% visited each student at home as specified.

Figure 5 below is indicative of sponsor-teacher accomplishment. It depicts reaction to the Staff request for bi-weekly written reports from each participating teacher detailing TAP activities. Only 3 sponsors completed all 15 required reports, and the average number turned in was 9 per teacher.

Once a month all sponsor teachers will escort their students on a cultural, recreational or educational experience.

The Project Staff scheduled 10 extra-curricular activities in which TAP groups could involve themselves. Included were a Christmas party, a dance, a Bullet Basketball game, an Oriole baseball game, dinner at the Sheraton Baltimore Inn, movies, and an African

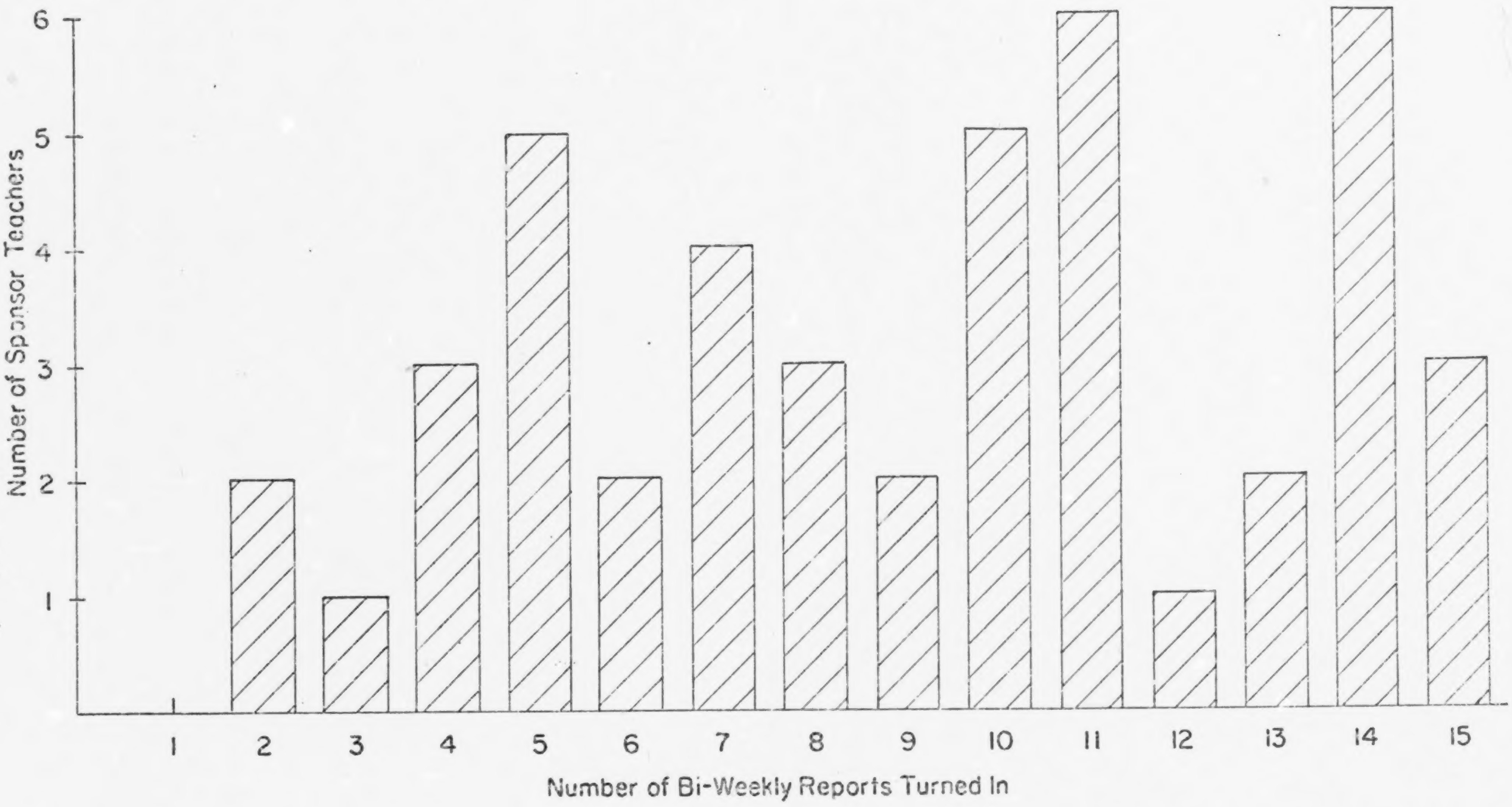

FIGURE 5

REPORTING HABITS OF TEACHER
ACCOUNTABILITY PLAN SPONSOR TEACHERS
1970-71

ballet at the Morris A. Mechanic Theatre. As evidenced by Table 56 below, the most popular activities among TAP participants were those occurring at Dunbar (reward dance, Christmas party) followed by sporting events. The event most poorly attended was the African Ballet.

TABLE 56

ATTENDANCE AT PLANNED TEACHER ACCOUNTABILITY PLAN ACTIVITIES DURING 1970-71 IN RANK ORDER OF ATTENDANCE

Activity	Month	Sponsor Attendance	Student Attendance	Av. Net Roll for Month
Christmas Party	Dec.	42	434	503
Reward Dance	March	36	359	504
Bullet Basketball	Jan.	29	245	493
Bullet Basketball	Nov.	18	175	497
Oriole Baseball	May	20	147	477
Sheraton Inn Dinner	Nov.	11	98	497
Movies (several theatres)	Jan.	10	88	493
African Ballet	Nov.	7	62	497

Figure 6 below graphically displays selection of planned activities by TAP groups. Only two sponsors selected as many as eight events for their groups, and the average number chosen was five. In addition to the events planned by the Project, various TAP sponsors and students gathered socially at parties and cookouts, went skiing and roller skating or traveled to such places as Lancaster, Pennsylvania.

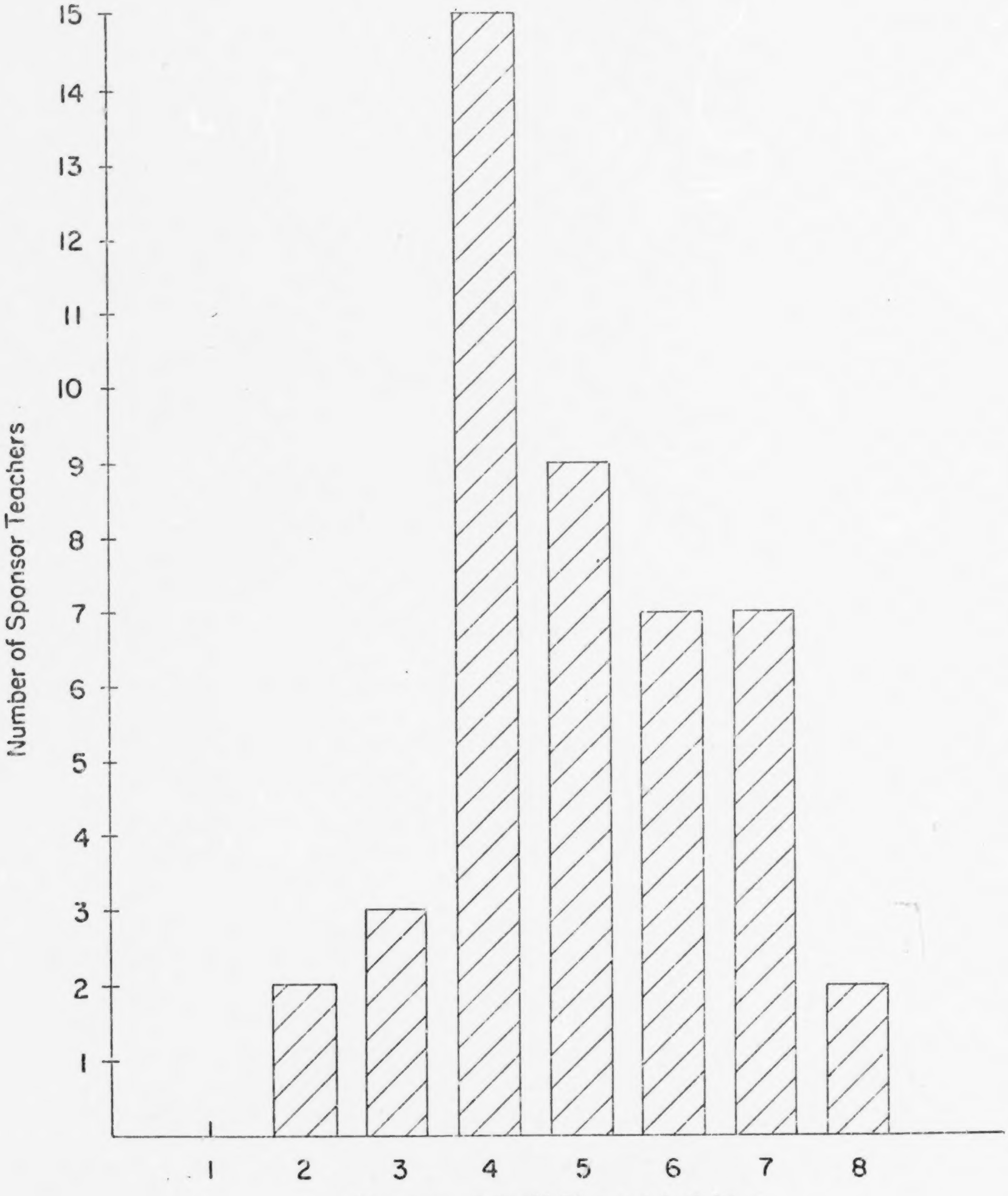

FIGURE 6

SELECTION BY TEACHER ACCOUNTABILITY PLAN SPONSOR TEACHERS OF ACTIVITIES PLANNED BY THE PROJECT STAFF

Nine of the 45 sponsor teachers recruited for TAP resigned during the course of the year. Three gave an increased work load as a reason, one indicated need of time for study and two cited health problems. The resignations of three teachers were requested by the Project Director who felt that they did not accept the concept of the TAP experiment. In addition, two buddies who remained with the component throughout the year were paid less than a full stipend as a result of unsatisfactory performance.

All 45 teacher-participants were judged subjectively by the TAP Advisors on the basis of their overall work with TAP and rated from 1 to 9+. Considered in the rating were interest, student reaction, and dedication to the responsibilities outlined by the Staff as observed by the Advisors. A rating of 6+ or better, considered "Very Satisfactory" was accorded 15 sponsors. Twenty-three were rated "Satisfactory" and seven "unsatisfactory". This latter group includes seven of the nine sponsors who left the project. (See Figure 7 below.)

In order to provide the Project Staff with an additional index of the progress of TAP, the Evaluators gave reaction sheets to all component students and buddy teachers a second time. The initial response was discussed in the Interim Evaluation Report.[1]

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[1] *Ibid.*, p. 38-39.

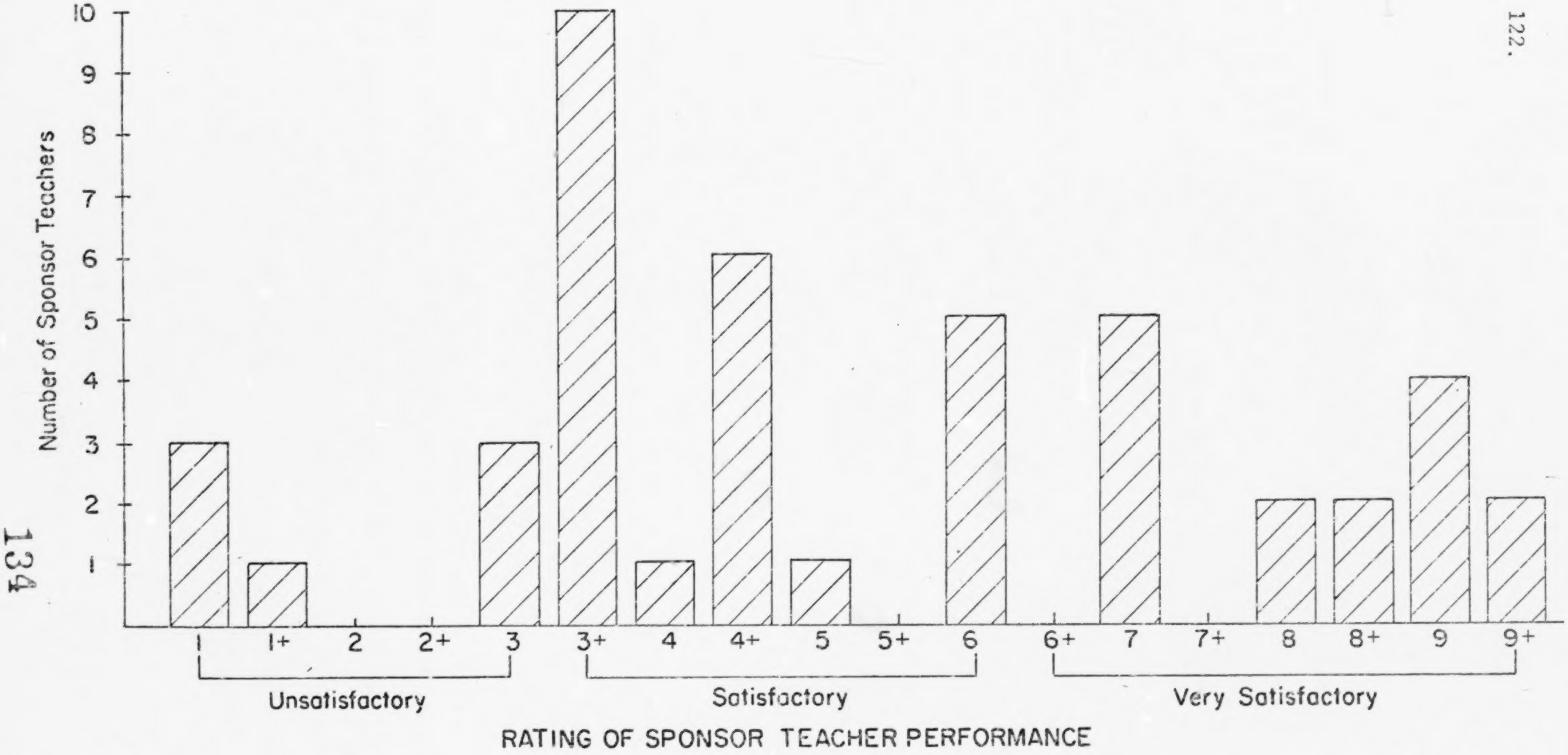

FIGURE 7

RATINGS OF TEACHER ACCOUNTABILITY
PLAN SPONSOR TEACHERS BY THE PROJECT STAFF

To summarize initial findings, returns received from roughly half the teachers and one-third of the students yielded average responses of 3.9 (students) and 3.6 (teachers) on a 5-point scale where 1 was very low and 5 excellent.

The Evaluators, in reaction to a point raised by the Auditor in his review of the Interim Evaluation Report, removed the statement "This form is designed to assist in the evaluation of the TAP component of KAPS" from the sheets in order to eliminate a possible positive bias. Returns were very disappointing in that less than one-third of the sponsors and only 16% of the students chose to complete their forms. The response averages, 3.7 for both groups, are very close to those obtained from the initial distributions. It is,however, very difficult to judge the component on the basis of so few returns other than to suggest that the return may be indicative of overall participant interest in the component and the response may, therefore, be biased positively since presumably only the interested persons responded. (The reaction sheets and tables displaying responses may be found in Appendix E .)

Recommendations

In the opinion of the Evaluators, TAP was simply too large and cumbersome to be effective. Students were assigned to groups without regard to whether they knew their sponsor teacher or the other members of the group. In order to carry out their responsibilities relative to TAP adequately, sponsor teachers were required to give up a lot of after-school time, and the Evaluators are not convinced that $500 was an adequate stipend.

Plans for TAP in 1971-72 include appointment of a full-time coordinator for the component and reduction of the number of participants by roughly half. Both changes reflect recommendations made by the Evaluators in the Interim Evaluation Report[1] The result, hopefully, will be a better-controlled situation where only the most interested and able teachers will be involved. The students selected should be those whose need for assistance and guidance is evidenced by poor attendance and achievement records. Perhaps students may be allowed to group themselves at least to an extent.

In connection with selection of activities, it is recommended that the desires of the students should have highest priority, and events should be open across group lines. To re-emphasize a point made in the Interim Evaluation Report[2]provision should be made for the weekly group rap sessions to take place on school time. This would be much easier for both students and sponsors and probably would elicit better response.

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[1] Ibid., pp. 42-43.

[2] Ibid.

MANAGEMENT

Overview

Management is not a separate component of Project KAPS. Rather, management objectives were written into the Evaluation Design for each individual component. For simplicity's sake, all discussion of management has been combined into this chapter.

The administrative staff of Project KAPS consisted of the Project Director, an Assistant Director, a Program Coordinator, a Mathematics Coordinator, a Language Arts Coordinator, and a Community Liaison Assistant Coordinator. In addition, there were various component personnel including senior teachers, resource teachers, and counselors.

Assessment

As a means of assessing staff opinion of project management during the 1970-71 year, the Evaluators distributed a "Management Checklist" a copy of which is included in Appendix D of this report. Replies were received from 21 of 25 staff members polled.

To systematize the development of the Earn and Learn Component by clearly establishing and presenting the needed support conditions, time constraints, decision points and interaction of staff efforts required by the component.

In response to this objective, time schedules were prepared during January 1971 for each component by the Project Staff member responsible for that particular aspect of the program. The design called for Program Evaluation Review Technique charts or Critical Path Method networks. There was no expertise on the staff in these areas, but the schedules which were prepared were adequate in that they provided time frames to direct component personnel and give the Director a reference guide to the planned day-to-day operation of the Project.[1]

The KAPS Staff will provide and/or obtain from Baltimore City Public School officials 95% of the space, equipment and materials needed for conducting the activities required to attain the identified objectives of the component. These items will be made available on or before the date of scheduled utilization.

Table 57 below displays staff responses to questions concerning the adequacy of space provided and when it was made available.

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[1] Copies of the time schedules may be found in Appendix F.

TABLE 57

OPINIONS OF KAPS STAFF MEMBERS COMPLETING THE MANAGEMENT CHECKLIST ABOUT SPACE PROVIDED FOR PROJECT ACTIVITIES

1970 - 71

	Adequacy					
	95-100%	75-94%	50-74%	25-49%	0-24%	
Ahead of Time	8	4	1	0	2	15
On Time	2	0	1	0	0	3
Late	0	1	2	0	0	3
	10	5	4	0	2	21

Criterion: All responses at 95-100% level "ahead of time" or "on time."

Perusal of the figures in the table reveals that the space needs of the staff were met at a level less than half of criterion. Several of those responding indicated a lack of adequate storage space. The secondary STAY coordinators described their quarters as too small to isolate nervous pupils or to use sufficient audio-visual equipment. The Daily Program Coordinators had no privacy for conferences, discussions, etc.

The "Management Checklist" included questions about the adequacy of equipment and the timing of its delivery. Responses of the staff members completing the form are found in Table 58 below.

TABLE 58

OPINIONS OF KAPS STAFF MEMBERS COMPLETING THE MANAGEMENT CHECKLIST ABOUT EQUIPMENT PROVIDED FOR PROJECT ACTIVITIES

1970 - 71

	Adequacy					
	95-100%	75-94%	50-74%	25-49%	0-24%	
Ahead of Time	1	1	0	0	0	2
On Time	10	4	0	0	0	14
Late	1	2	1	0	0	4
	12	7	1	0	0	20[a]

Criterion: All responses at 95-100% level "ahead of time" or "on time."

[a] No response from one person to these questions.

As with space, the responses concerning the adequacy and promptness of equipment delivery were at criterion level only about half the time. One of the most pressing problems was raised by the Daily Program Coordinators: one telephone extension for as many as six people. At the secondary STAY Center, some equipment was delivered without any explanation for its use and some was not complete. In other cases, equipment did not come or was delevered too late to be useful.

Responses to the checklist questions concerning materials follow the same general pattern as those about space and equipment. See Table 59 below.

TABLE 59

OPINIONS OF KAPS STAFF MEMBERS COMPLETING THE MANAGEMENT CHECKLIST ABOUT MATERIALS PROVIDED FOR PROJECT ACTIVITIES

1970 - 71

	Adequacy					
	95-100%	75-94%	50-74%	25-49%	0-25%	
Ahead of Time	4	0	0	0	0	4
On Time	8	2	0	0	0	10
Late	1	2	3	0	0	6
	13	4	3	0	0	20[a]

Criterion: All responses at 95-100% level "ahead of time" or "on time."

[a] No response from one person to these questions.

One staff person wrote: "Any type of paperwork from the KAPS office was late at the beginning of the program." Other replies alluded to delays in receiving supplies and difficulties in obtaining adequate amounts of materials.

In the area of procurement of equipment and material, the Project Staff faces the same problem encountered by other Baltimore City Public School administrators--red tape, both at school system and city levels, which is incredibly time-consuming. The Staff has attempted to compensate by hand-carrying orders, and the Director has explored such possibilities as obtaining a petty cash fund and requesting approval for groups of purchases at the same time. There is, however, no easy solution to the problem.

> *The project administrators will obtain 100% of the component personnel needs by employing new staff and/or obtaining assignment or presently employed staff who have the demonstrated competencies required for attaining the program objectives. Personnel are to be made available according to dates on the PERT network.*

Staff members' responses to the "Management Checklist" questions about personnel adequacy and availability were in the same vein as their views regarding space, equipment and materials. Eleven out of 19 responses, less than 55%, were at criterion level. Among the personnel problems mentioned were the lack of enough Pilot Class teachers at Dunbar and the unwillingness of teachers to attend meetings. The secondary STAY Coordinators raised a point about which the Evaluators expressed concern in the STAY Chapter of this report--"(the) psychologist was unable to give us much time due to: being scheduled only 2 days per week, demands of school administration and other meetings not related to the (furtherance of the) KAPS program." (See Table 60.)

TABLE 60

OPINIONS OF KAPS STAFF MEMBERS COMPLETING THE MANAGEMENT CHECKLIST ABOUT THE PERSONNEL PROVIDED FOR PROJECT ACTIVITIES

1970 - 71

	Adequacy					
	95-100%	75-94%	50-74%	25-49%	0-25%	
Ahead of Time	7	3	0	0	0	10
On Time	2	1	0	0	0	3
Late	1	2	0	1	0	4
	10	6	0	1	0	17[a]

Criterion: All responses at 95-100% level "ahead of time" or "on time."

[a] No response from 4 people to these questions

KAPS project administrators will provide needed funds according to PERT schedules 95% of the time.[1]

Response to the queries about funding--again, adequacy and availability was the most positive elicited by the "Management Checklist." Ten out of 18 staff members who replied indicated that their needs were fulfilled on time or better, 95-100% of the time, and no one suggested that monies were late. However, several comments were made to the effect that funds ran out in the Spring of the year, and there was a request for wider dissemination of KAPS budgets to component personnel for information purposes. (See Table 61 below.)

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[1] The Evaluators substituted 95% for the 90% figures which appeared in the original Evaluation Design.

TABLE 61

OPINIONS OF KAPS STAFF MEMBERS COMPLETING THE MANAGEMENT CHECKLIST ABOUT THE ADEQUACY OF FUNDING PROVIDED FOR PROJECT ACTIVITIES

1970 - 71

	Adequacy					
	95-100%	75-94%	50-74%	25-49%	0-25%	
Ahead of Time	5	3	1	0	0	9
On Time	5	4	0	0	0	0
Late	0	0	0	0	0	0
	10	7	1	0	0	18[a]

Criterion: All responses at 95-100% level "ahead of time" or "on time."

[a] No responses from 2 people to these questions.

Recommendations

Several of the recommendations with respect to personnel communicated to the Project Staff during the course of the year by the Evaluators are being acted upon by the Project Director. Steps are being taken to hire a full-time Teacher Accountability Plan Coordinator. The presence of this person should help relieve the Director, whose responsibility it was to administer the component during 1970-71, and provide for smoother operation of the component. The addition of a staff member to handle the budget during the 1971-72 year was a very wise decision. Previously, this was an extra burden on the Assistant Director, and the complications which inevitably arise in the course of budget preparation and maintenance were an unfortunate drain on his time.

In view of the work load in terms of data collection observation and analysis, the Evaluation Staff must be larger next year. During the past year there was one full-time Evaluator paid out of KAPS funds and one part-time Evaluator, a locally-paid member of the school system's research staff. A second full-time Evaluator has been hired for 1971-72, but the addition of full-time clerical support for typing and data-collection purposes is a necessity. Apparently, the Evaluation Staff will be part of the KAPS Staff during 1971-72 and the Director will control all Evaluation funds. If this is not yet officially sanctioned, it is incumbent upon the Project Director to demand an early decision, thereby avoiding the questions of control of the Evaluation and its budget, by KAPS or by the Assistant Superintendent for Research and

Development, which clouded the evaluation picture during 1970-71.

The Evaluators reiterate a recommendation made in the Interim Evaluation Report.[1] There are a number of educational projects nationally, both dropout prevention and otherwise, which deal directly with large-city ghetto children, trying to improve their achievement, self-concept and the like. It is recommended that future budgetary arrangements be made which would allow for travel of the Evaluators to selected project sites, particularly dropout prevention projects, to observe and to exchange ideas with other evaluation staffs.

The Evaluators are aware of the tremendous amount of paperwork required of teachers and other KAPS personnel. They have tried to remain cognizant of this burden when designing data-collection instruments and have endeavored to ask as little as possible of the staff. Even so, response to several of the Evaluators' requests was disappointing; cases in point are the "Teacher Accountability Plan Reaction Sheet" and the strengths and weaknesses questionnaire given to Behavior Modification classes. Scanty or non-existant information creates a challenge to the credibility and reliability of an evaluation--no matter how valid the instrument. The Project Director can be of future assistance in this area by emphasizing the need for evaluative data which are as complete as possible.

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[1] Cutter and Jones, Op. Cit., p. 45.

APPENDIXES

APPENDIX A

THE TARGET AREA

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The KAPS Kluster Schools:

A. Elementary

School 2 - David E. Weglein
200 S. Central Avenue
EA-6, Special Curriculum

School 102- Thomas G. Hayes
601 N. Central Avenue
K-6, Special Curriculum

School 109- Broadway Elementary
825 N. Broadway
E-6, Special Curriculum

School 116- Elementary School
249 Aisquith Street
K-6, Special Curriculum

School 139- Charles Carroll of Carrollton
200 N. Central Avenue
EA-6, Special Curriculum, Sight Conservation

B. Junior High

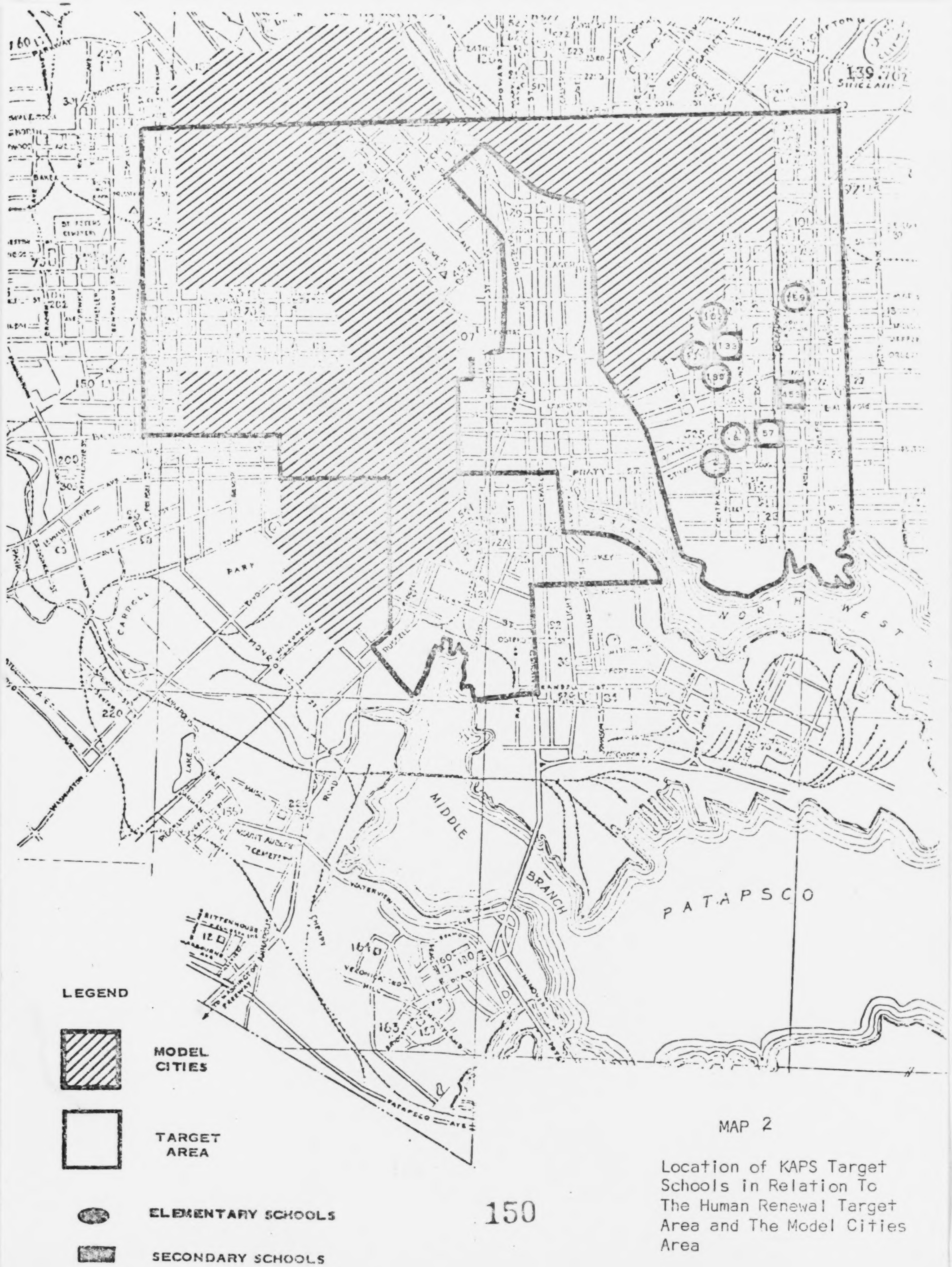
School 57 - Lombard
1500 E. Lombard Street
7-9, Junior High Regular & Special Curriculum

C. Senior High

School 133- Paul Lawrence Dunbar
500 N. Caroline Street
10-12, Comprehensive

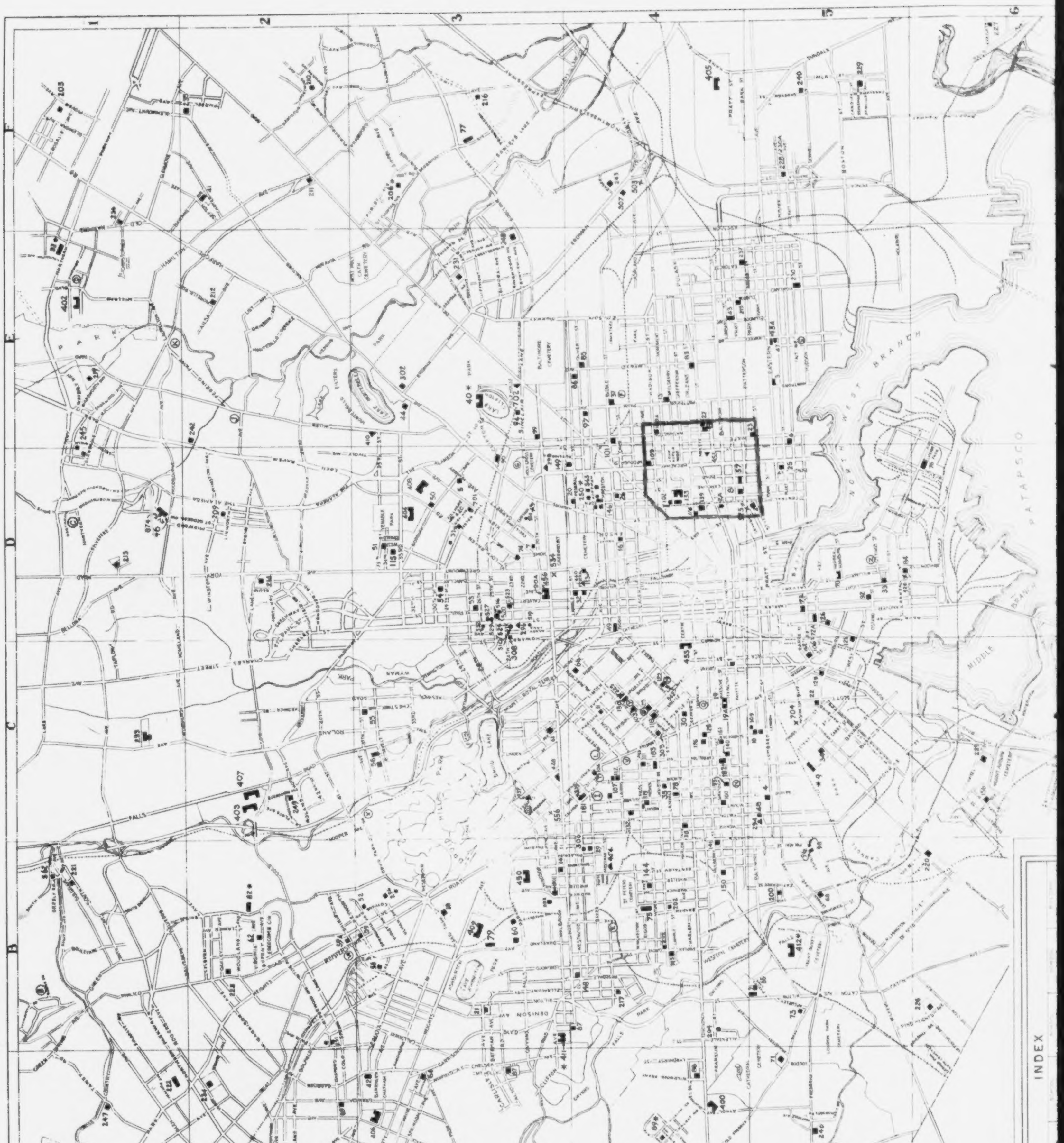
D. 1969-70 Year Target Schools

School #8 - City Springs Elementary - and #453 - Fairmount Hill Junior-Senior High - were part of the 1969-70 Kluster but intervention was discontinued for 1970-71 except for Community Liaison Workers.


NORTH WEST
PATAPSCO
MIDDLE BRANCH
CARROLL PARK
LAKE
PRATT ST.
LEGEND
MODEL CITIES
TARGET AREA
ELEMENTARY SCHOOLS
SECONDARY SCHOOLS

MAP 2

Location of KAPS Target Schools in Relation To The Human Renewal Target Area and The Model Cities Area



1
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3
4
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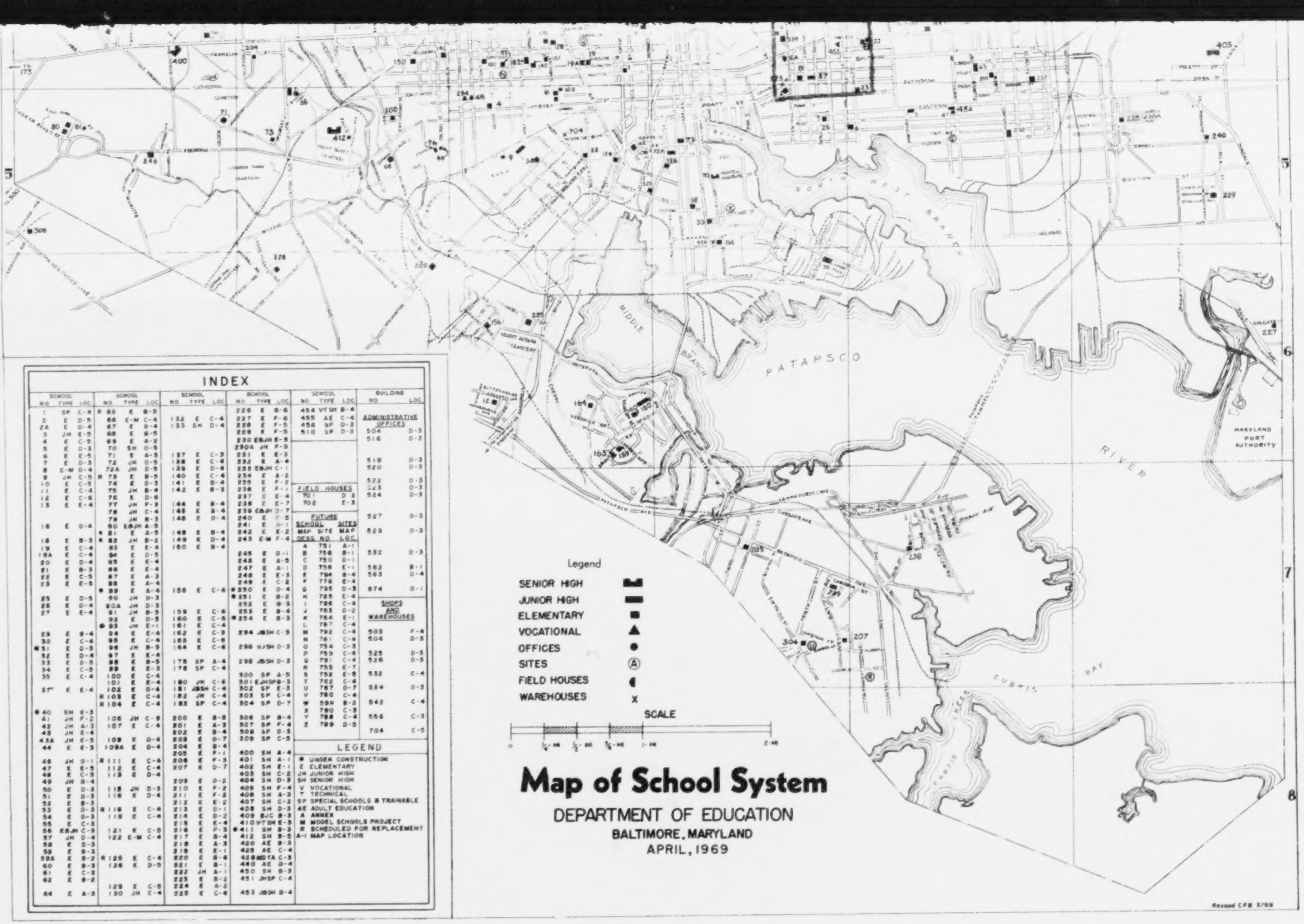
6
A
B
C
D
E
F
INDEX
PATAPSCO
NORTH WEST BRANCH
MIDDLE BRANCH


Map of School System
DEPARTMENT OF EDUCATION
BALTIMORE, MARYLAND
APRIL, 1969
Legend
SENIOR HIGH
JUNIOR HIGH
ELEMENTARY
VOCATIONAL
OFFICES
SITES
FIELD HOUSES
WAREHOUSES
SCALE
INDEX
LEGEND
PATAPSCO
RIVER
MIDDLE BRANCH
NORTH WEST BRANCH
CURTIS BAY
MARYLAND PORT AUTHORITY

MAP 1

LOCATION OF KAPS TARGET SCHOOL AREA

WITHIN THE BALTIMORE CITY PUBLIC

SCHOOL SYSTEM

TABLE 62

BALTIMORE CITY PUBLIC SCHOOLS AND TARGET SCHOOL POPULATION DATA - 1970-71 SCHOOL YEAR

	Total Enrollment	Students* from Urban Areas	Annual* Dropout Rate, Grades 7-12	Students from Low-Income Families
Baltimore City Public Schools	194,352	100%	9.4%	26.6%**
Target Schools	6,406	100%	✕	61.8%**
Student Participants	2,085	✕	✕	✕

*Source: 1970-71 Automated Attendance summary data

**Latest available figure: based on a 1970 survey of B.C.P.S. pupils asking for 1969 income data and reflects the number of families reporting an annual income of less than $4,000

TABLE 63

DISTRIBUTION OF SCHOOL SYSTEM AND TARGET SCHOOL POPULATION BY RACE: 1970-71 SCHOOL YEAR

	Negro	Indian	Oriental	Spanish Surnamed	Caucasian	Other	TOTAL
Baltimore City Public Schools	129,220	-	-	-	63,238	-	192,458
Target Schools	6,392	-	-	-	59	-	6,451
Student Participants	1,894	-	-	-	1	-	1,895

Source: "Annual Report of Student Body Racial Composition - Baltimore City Public Schools, September 1970"

TABLE 64

KAPS TARGET SCHOOL MEMBERSHIP BY GRADE LEVEL - 30 JUNE 1970 AND 30 JUNE 1971 - INCLUDING 1970-71 DEATHS, DROPOUTS AND TRANSFERS

Grade Level	Membership 6-30-70	Transfers In[1]	Transfers Out	Graduates	Deaths[2]	Dropouts	Membership 6-30-71	Dropout Rate (%)
EA	105				1	2	144	1.4
K	449				1	8	419	1.9
1	444	NOT			0	6	582	1.0
2	347				0	2	541	0.4
3	495	AVAILABLE			1	0	491	0.0
4	442				0	2	424	0.5
5	374	BY			1	1	368	0.3
6	541				0	0	451	0.0
Ungr.		GRADES						
Spec. Ed.	311				1	3	251	1.2
Nongr.	328				0	0	0	0.0
ELEM. TOTAL	3886	1259	1445		5	24	3671	0.6
7	668				1	28	537	5.0
8	550	NOT			1	64	576	10.0
9	539	AVAILABLE			3	41	429	8.7
10	483	BY			2	111	472	19.0
11	389	GRADES			1	95	389	19.6
12	389			358	1	40	332	10.8
SEC. TOTAL	3018	1384	921	358	9	379	2735	12.2

Source: 1969-70 and 1970-71 Automated Attendance summary data

[1] Includes all original (first time) entries in U.S. schools for which no provision is made in this table.

[2] Includes all pupils in BCPS dropout category "Death or physical disability".

TABLE 65

KAPS TARGET SCHOOL MEMBERSHIP BY SCHOOL AND GRADE - 30 JUNE 1971

		GRADE LEVEL								
School Number		EA	K-6	7	8	9	10	11	12	TOTAL
	2	37	712	-	-	-	-	-	-	749
	102	-	822	-	-	-	-	-	-	822
	109	30	454	-	-	-	-	-	-	484
	116	-	464	-	-	-	-	-	-	464
	139	77	1075	-	-	-	-	-	-	1152
	57	-	-	537	576	429	-	-	-	1542
	133	-	-	-	-	-	472	389	332	1193
	TOTAL	144	3527	537	576	429	472	389	332	6406

Source: 1970-71 Automated Attendance summary data

TABLE 66

1970-71 KAPS STAFF MEMBERS PAID EXCLUSIVELY OUT OF ESEA TITLE VIII FUNDS BY POSITION AND WORKING TIME

Types of Position	Number Full-Time	 Part-Time	Full-time Equivalence of Part-time Persons
Administration/ Supervision	6	0	0
Teachers	17	29	7
All Other Professionals	7	0	0
Non-Professionals	36	6	1
Total Full-Time Equivalent	66	X	8

Source: KAPS Continuation Application - May 1971

TABLE 67

SUPPORTIVE SERVICES FOR PROJECT KAPS - 1970-71 YEAR

Service	Number
Adult Participants (excluding staff)	6
Personnel Receiving Inservice Training	75
Dropout Prevention Community Council Members	16
Community Council Meetings	10
Project Consultants (excluding staff)	26
Subcontractors	2

Source: KAPS Continuation Application - May, 1971

APPENDIX B

DROPOUT PROFILE

When the original proposal for Project KAPS was being prepared during the Spring of 1969, the writing team conducted interviews throughout the planned target area with students, parents, dropouts, members of the community, and school personnel. On the basis of interview data and school records the team cited poor attendance, chronic lateness, low achievement, high mobility, and low family income as characteristics of potential dropouts. In an effort to verify the accuracy of these criteria, the Evaluators constructed a "Dropout Profile" form asking for such data as reason for dropping out, recent attendance and achievement statistics, evidence of disruptive behavior, family size and income level, length of time in the Baltimore City Public School system, and number of school and home changes in that time. The source used for names of dropouts was the Withdrawal Report, a monthly listing of students who have left school. Included in the sample for this survey was every eighth student who dropped out of Lombard Junior High School (#57) and Dunbar Senior High School (#133) during the period September 1968-April 1971. The sources relied on gathering the data were Child Population Registers, Withdrawal Reports, Teacher Class Registers and individual pupil cumulative records. What follows are facts about the dropouts in the sample:

Race and Sex - The entire sample population was black. Seventy were female and 67 male.

Grade at Time of Dropping Out - Fifty-eight dropouts were in grade 50, the principal's roll, indicating that they had not been to school during the academic year in which they were classified as dropouts. The balance of the sample was broken down as follows:

Grade 7 - 5
Grade 8 - 12
Grade 9 - 10
Grade 10 - 28
Grade 11 - 17
Grade 12 - 7

Age at Time of Dropping Out - This statistic was obtained for 125 students in the sample. Their average age was 17 years 3 months when they withdrew.

Reason for Withdrawal -

Over 16 and not included in any other category . . .	110
Entry into armed forces	3
Entry into an institution	12
Marriage	0
Certified unable to benefit from further schooling .	1
Whereabouts unknown	11
	137

Attendance - During the year before dropping out, the 117 sample students for whom data were available compiled an attendance rate of 48.9%. In the school year when they dropped out, 100 students who actually attended school and for whom data were available attended at a composite rate of 26.6%.

Achievement - Mathematics and language arts achievement data were collected on 68 students for the year before they dropped out. They showed composite averages of 57.2 and 56.0 respectively in the two areas. (60 is passing.)

Behavior -

Cumulative record information suggested that there were no problems	30
Student's conduct was reported as unsatisfactory one or more times	62

Student's record contains principal(s)' letter(s) to his parents concerning suspension or referral to the Division of Special Services	19
Student's record unavailable or contained no further information	26
	137

Family Size - insufficient information in cumulative records.

Family Income - insufficient information in school records.

Mobility - The 99 pupils for whom information was collected averaged 10.8 years in the school system, 3.3 address changes and 3.3 school changes.

This profile is by no means complete and lacks the validity a control group would provide. The data do, however, suggest that potential dropouts are low attenders and poor achievers. Tentative plans for 1971-72 include interviews with all students who dropped out of Lombard Junior High and Dunbar Senior High Schools during 1970-71 and for their families. The information so gathered should be much more comprehensive than that presented above and should serve either to reinforce or refute the indicators in this profile.

Division of Research and Development
Baltimore City Public Schools

DROPOUT PROFILE

Project KAPS

Card Number 0 1 (1–2)

1. Pupil Number ☐☐☐ ☐☐ ☐☐☐☐ (3–11)

2. School and Grade at time of withdrawal ☐☐☐ ☐☐ (12–16)

3. Pupil Name (last name, first name, middle initial.) (17–36)

4. Pupil Race and Sex: (37)

- 1. ☐ Negro Female
- 2. ☐ Negro Male
- 3. ☐ Other Female
- 4. ☐ Other Male
- 5. ☐ White Female
- 6. ☐ White Male

5. Date withdrawn: ☐☐ Month ☐☐ Day ☐☐ Year (38–43)

6. Date re-entered, if any: ☐☐ Month ☐☐ Day ☐☐ Year (44–49)

7. Reason for withdrawal: (50-51)

- 74 ☐ Over 16 and not included in any other category.
- 75 ☐ Entry into armed forces.
- 77 ☐ Entry into an institution.
- 78 ☐ Marriage.
- 79 ☐ Certified unable to benefit from further schooling.
- 81 ☐ Whereabouts unknown.

8. Identification Code K A P S 7 1 ☐☐ (73–80)

THIS IS THE END OF CARD 01.

BEGIN CARD 02

Card Number

0	2
1	2

Duplicate Card 01 Columns 3-16.

8. Attendance information:

Year (last 2 digits only)	Days Tardy	Days Absent	Days Present	Days on Roll	% Days Present
17 – 18	19 – 21	22 – 24	25 – 27	28 – 30	31 – 34
35 – 36	37 – 39	40 – 42	43 – 45	46 – 48	49 – 52

9. Achievement information (Class Work):

Year	Math. Average	Language Arts Average
53 – 54	55 – 58	59 – 62
63 – 64	65 – 68	69 – 72

Identification Code:

K	A	P	S	7	1		
73							80

THIS IS THE END OF CARD 02.

BEGIN CARD 03

Card Number

0	3
1	2

Duplicate Card 01 Columns 3-16.

10. Behavior Information (Overt Disruptive):

1 ☐ 17 No information in cumulative record.

2 ☐ 18 Information in record suggests student has no problems.

3 ☐ 19 Student's conduct reported as unsatisfactory one or more times.

4 ☐ 20 Student was referred to office one or more times for disciplinary problems.

5 ☐ 21 Student's record contains principal(s)' letter(s) to his parents concerning suspension or referral to the Division of Special Services.

6 ☐ 22 Counselors' reports indicate behavior problems.

11. Family income level: (23)

1 ☐ No information.
2 ☐ Under $2,000 annually.
3 ☐ $2,000-$2,999 annually.
4 ☐ $3,000-$3,999 annually.
5 ☐ $4,000-$4,999 annually.
6 ☐ $5,000-$5,999 annually.
7 ☐ $6,000-$6,999 annually.
8 ☐ $7,000 or over annually.

12. Family size: (24)

1 ☐ No information
2 ☐ Two persons in household.
3 ☐ Three persons in household.
4 ☐ Four persons in household.
5 ☐ Five persons in household.
6 ☐ Six persons in household.
7 ☐ Seven persons in household.
8 ☐ Eight persons in household.
9 ☐ Over eight persons in household.

13. Number of address and school changes since entry into Baltimore City Public Schools:

1 ☐☐ Number of years in school system.
25 26

2 ☐☐ Number of address changes.
27 28

3 ☐☐ Number of school changes.
29 30

Identification Code

K	A	P	S	7	I		
73							80

THIS IS THE END OF CARD 03.

Bureau of Instructional Research
ERJ:NCC:fm
May 1971

APPENDIX C

ATTENDANCE PATTERNS

Figures 8-14 graphically portray attendance patterns in the seven KAPS target schools. Average attendance percentages are shown for the months September-May of the current school year. For comparison purposes, attendance percentages are charted for the same months for 1968-69, the year immediately preceding the introduction of KAPS, and for 1969-70, the first year of the Project.

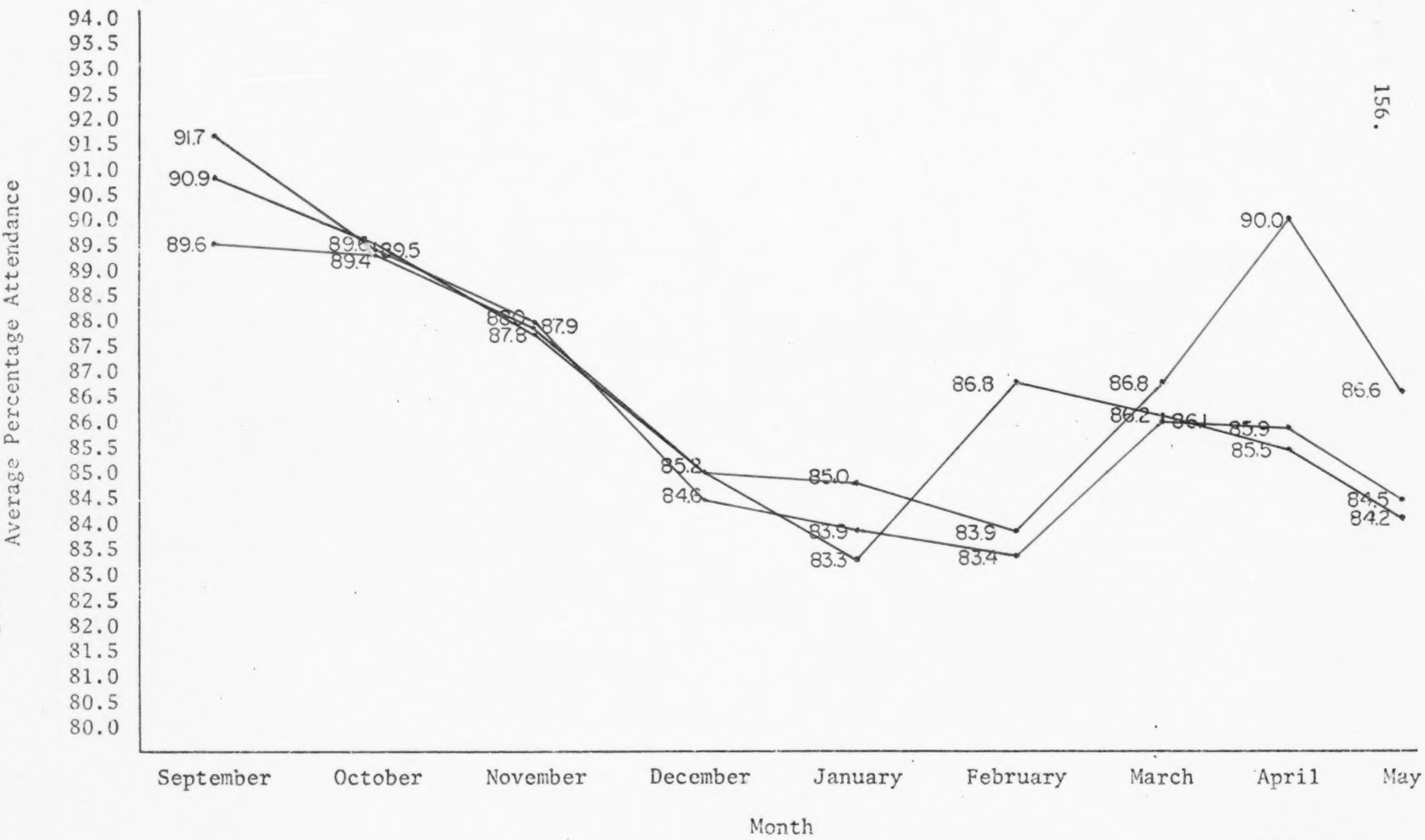


FIGURE 8

ATTENDANCE PATTERNS IN SCHOOL #2
A COMPARISON OF AVERAGE RATES FOR
THE MONTHS SEPTEMBER THROUGH MAY FOR
THE YEARS 1968-69, 1969-70 AND 1970-71

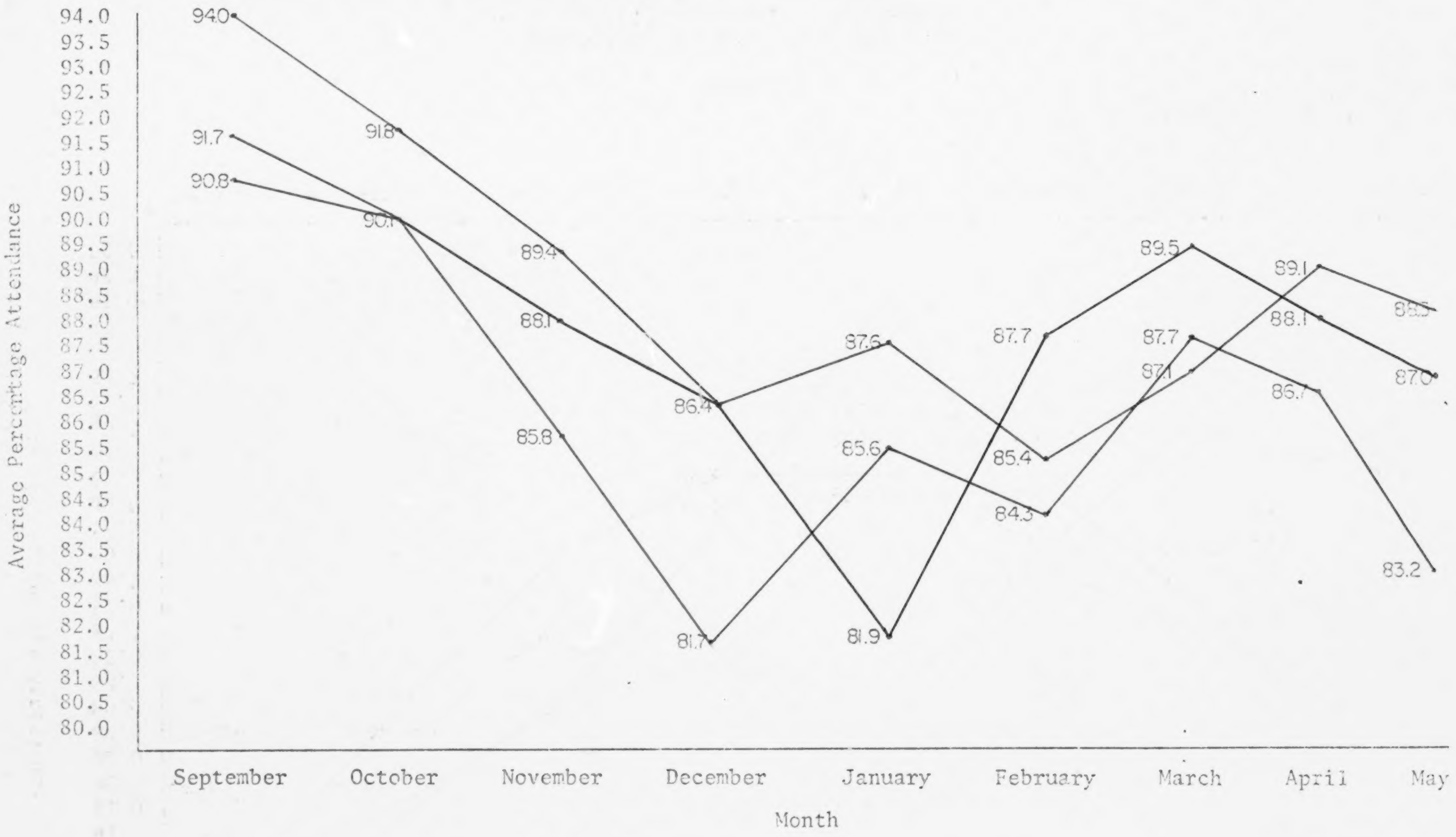
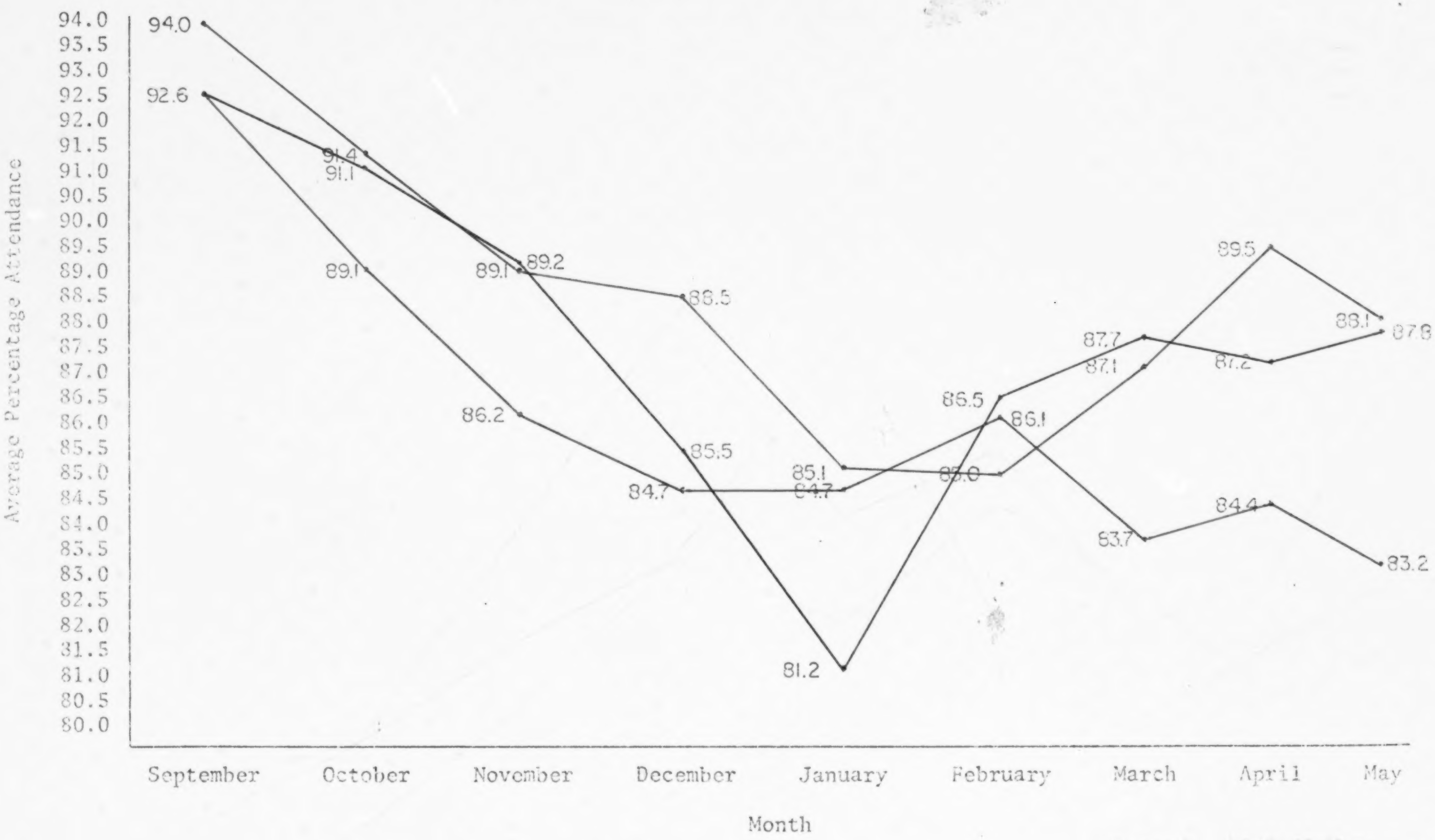


FIGURE 9

ATTENDANCE PATTERNS IN SCHOOL #102:
A COMPARISON OF AVERAGE RATES FOR THE
MONTHS SEPTEMBER THROUGH MAY FOR
THE YEARS 1968-69, 1969-70 AND 1970-71

Legend: 1968-69 —
1969-70 —
1970-71 —



Legend: 1968-69 Year —
1969-70 Year —
1970-71 Year —

FIGURE 10

ATTENDANCE PATTERNS IN SCHOOL #109:
A COMPARISON OF AVERAGE RATES FOR THE
MONTHS SEPTEMBER THROUGH MAY FOR
THE YEARS 1968-69, 1969-70 AND 1970-71

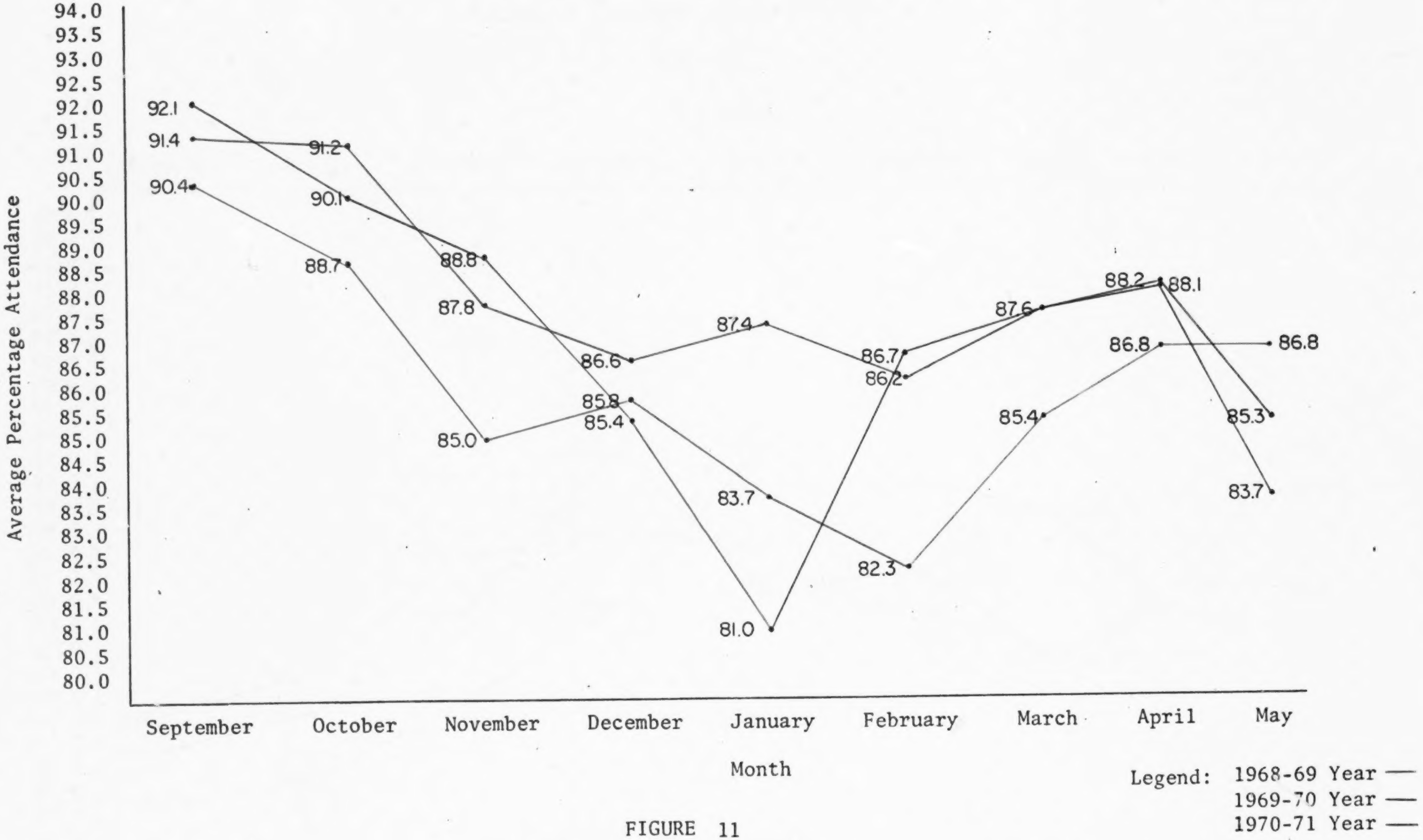


FIGURE 11

ATTENDANCE PATTERNS IN SCHOOL #116:
A COMPARISON OF AVERAGE RATES FOR THE
MONTHS SEPTEMBER THROUGH MAY FOR
THE YEARS 1968-69, 1969-70 AND 1970-71

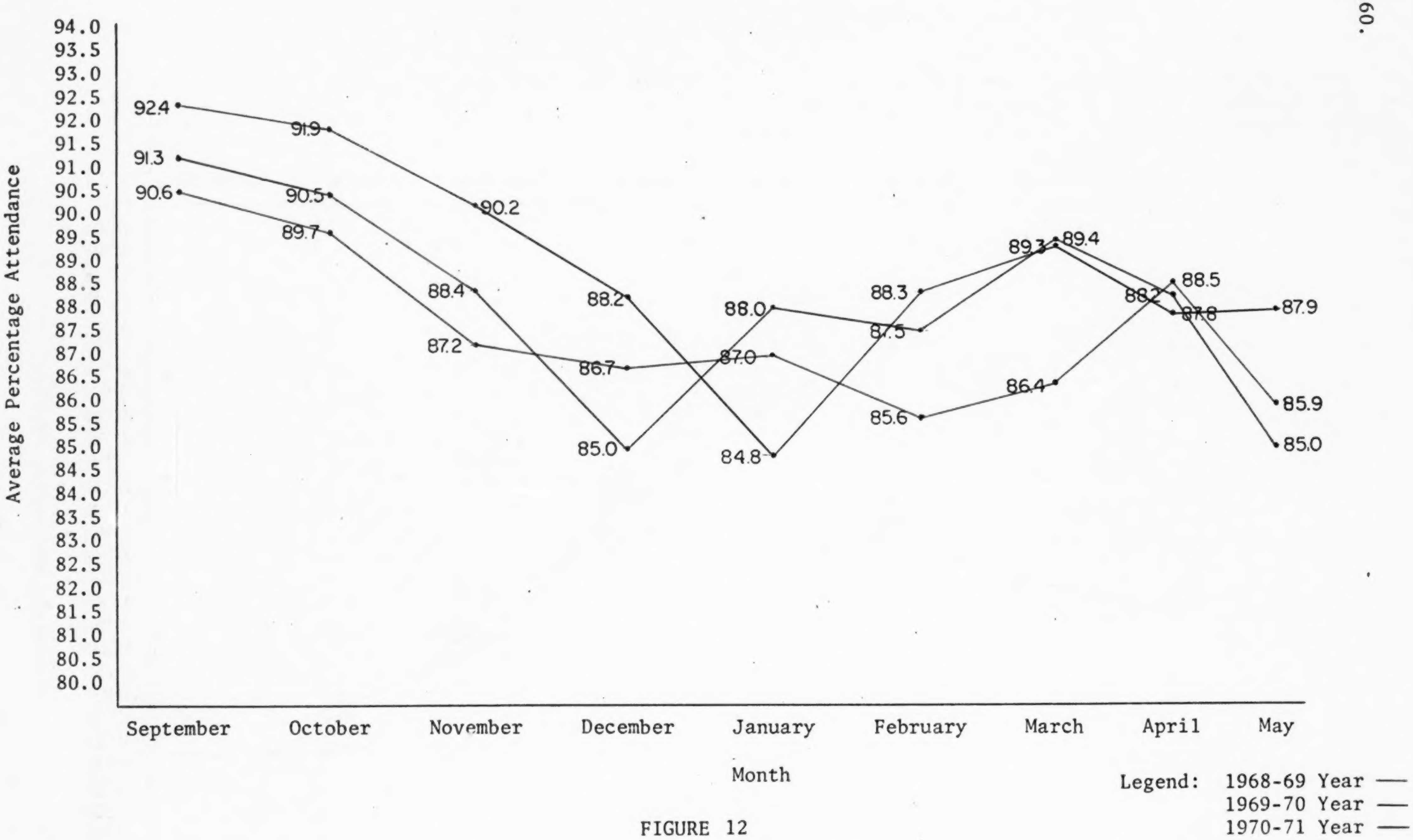


FIGURE 12

ATTENDANCE PATTERNS IN SCHOOL #139:
A COMPARIONS OF AVERAGE RATES FOR THE
MONTHS SEPTEMBER THROUGH MAY FOR
THE YEARS 1968-69, 1969-70 AND 1970-71

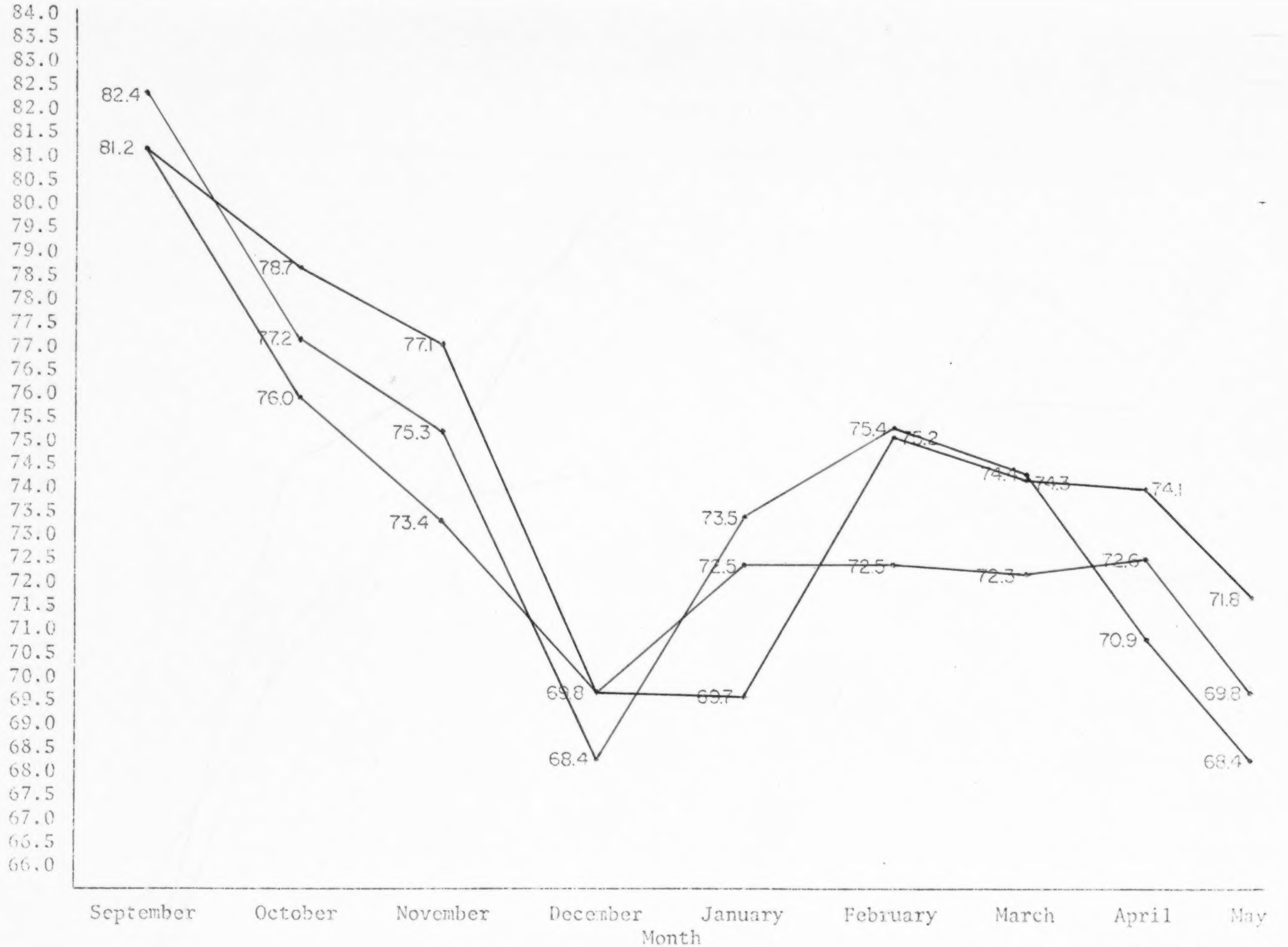


FIGURE 13

ATTENDANCE PATTERNS IN SCHOOL #57
A COMPARISON OF AVERAGE RATES FOR THE
MONTHS SEPTEMBER THROUGH MAY FOR
THE YEARS 1968-69, 1969-70 AND 1970-71

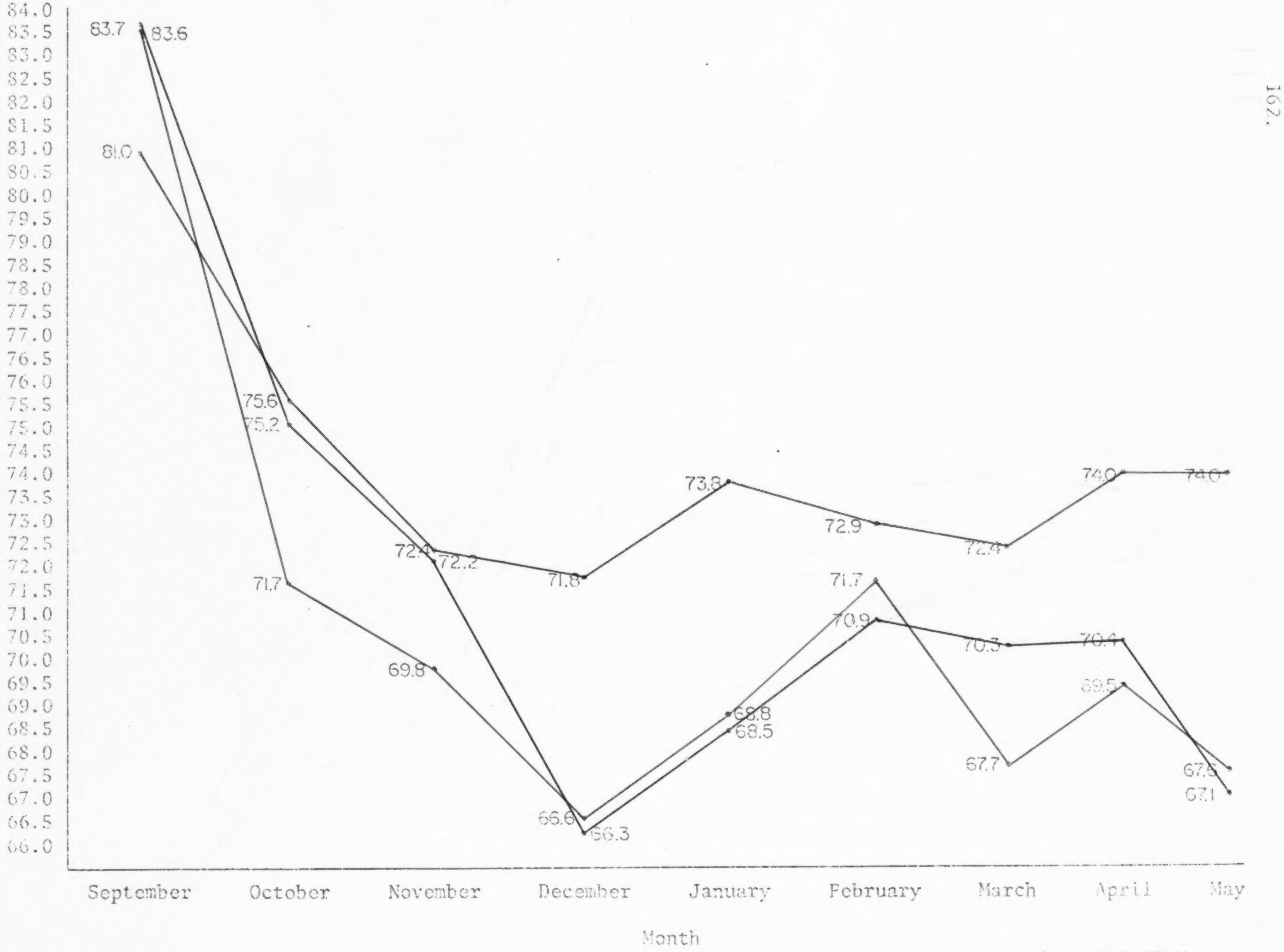


FIGURE 14

ATTENDANCE PATTERNS IN SCHOOL #133

A COMPARISON OF AVERAGE RATES FOR THE

APPENDIX D

MISCELLANEOUS FORMS USED BY EVALUATORS OR PROJECT PERSONNEL

Page

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2. Student Checklist 165
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5. Attitude questionnaire for Secondary Post-School Workers 181
6. Guidelines for STAY Center Operations . . . 182
7. STAY parent contact profile 183
8. Management Checklist 184

Project KAPS
Office of Evaluation
School #57

School: ____________________

Class: ____________________

This sheet is designed to find out how well you can understand the meanings and/or conclusions found in advertisements or slogans. Below you will fund five often seen or heard slogans. In the space provided you are asked to interpret them as briefly as possible.

1. "DROP OUT NOW - PAY LATER"
2. *"AMERICA - LOVE IT OR LEAVE IT"*
3. *"THE WETHEAD IS DEAD"*
4. "AMERICA - LEAVE IT OR CHANGE IT"
5. *"POWER TO THE PEOPLE"*

- -

interpretations:

1. ____
____

2. ____
____

3. ____
____

4. ____
____

5. ____
____

Baltimore City Public Schools
Division of Research and Development

STUDENT CHECKLIST
Project KAPS

1. Student Name: ______________________________

2. Teacher Name: ______________________________

3. Who is filling out this form?

☐ Student

☐ Homeroom teacher

☐ Other teacher or staff member--please specify:

____

Below is a list of general areas in which a student may exhibit weakness or strength. If you are a student, indicate as honestly as you can where you think you are weak or strong. If you are a teacher, indicate your perceptions of the student named above.

	Strong	Weak
Writing	___	___
Reading	___	___
Mathematics	___	___
Self-Control	___	___
Tardiness	___	___
Attendance	___	___
Completes Assigned Work	___	___
Works Independently	___	___

ERJ:NCC:fm

5/71

READING EVALUATION AND RECOMMENDATIONS

for CLASSROOM TEACHER

Name ______________________

Date of Testing ______________________

Date of Birth ______________________

Age at Testing ______________________

School Grade ______________________

Classroom Teacher ______________________

Referral Source ______________________

Examiner ______________________

INFORMATION FROM PERMANENT RECORD

Otis IQ Score (s)______________________

Achievement Tests and Scores______________________

Schools Attended______________________

Grade (s) Repeated______________________

Attendance______________________

Medical Record

Eyes______________________
Hearing______________________
Illnesses______________________
Other______________________

Psychological and Home Record

Family Members______________________

Behavior and Emotional Reactions______________________

Special Interests______________________

Teacher Comments______________________

READING EVALUATION AND REPORT

PROCEDURES

_________Stanford Diagnostic Reading Test Level_____Form_____
_________Gates-MacGinite Reading Test Level_____Form_____
_________Gates-McKillop Reading Test Level_____Form_____
_________Wide Range Achievement Test
_________Wide Range Vocabulary Test
_________Durrell Analysis of Reading Difficulty
_________Others_____________________________
_________ _____________________________

COMMENTS

READING EVALUATION AND REPORT (3)

Gr Eq %tile Low Ave High Comments

1. Reading comprehension

   A. Independent reading level ______ ______

   B. Skills

      1. Remembering facts & direct details ☐ ☐ ☐ ______________________

         a. Suggested resources

            (1)

            (2)

            (3)

            (4)

         b. Suggested techniques

            (1)

            (2)

            (3)

            (4)

      2. Finding main idea and meaning of whole ☐ ☐ ☐ ______________________

         a. Suggested resources

            (1)

            (2)

            (3)

            (4)

         b. Suggested techniques

            (1)

            (2)

            (3)

            (4)

	Gr Eq	%tile	Low	Ave	High	Comments
3. Recognizing implied details & inferences			☐	☐	☐	________________

a. Suggested resources
(1)
(2)
(3)
(4)

b. Suggested techniques
(1)
(2)
(3)
(4)

	Gr Eq	%tile	Low	Ave	High	Comments
4. Understanding meaning of reference words: Pronouns			☐	☐	☐	________________

a. Suggested resources
(1)
(2)
(3)
(4)

b. Suggested techniques
(1)
(2)
(3)
(4)

Gr Eq %tile Low Ave High Comments

5. Recognizing ideas stated affirmatevely, negatively, or not at all in selection ☐ ☐ ☐ ____________________
____

a. Suggested resources

(1)

(2)

(3)

(4)

b. Suggested techniques

(1)

(2)

(3)

(4)

II Reading Rate and Accuracy _____ _____

A. Suggested resources

1.

2.

3.

4.

B. Suggested techniques

1.

2.

3.

4.

	Gr Eq	%tile	Low	Ave	High	Comments
III Listening Comprehension	_____	_____				

A. Suggested resources

1.

2.

3.

4.

B. Suggested techniques

1.

2.

3.

4.

	Gr Eq	%tile	Low	Ave	High	Comments
IV Vocabulary meaning	_____	_____	☐	☐	☐	_______________ _______________

A. Words heard

1. Suggested resources

a.

b.

c.

d.

2. Suggested techniques

a.

b.

c.

d.

	Gr Eq	%tile	Low	Ave	High	Comments
B. Words read	____	____	☐	☐	☐	____ ____

1. Suggested resources
   a.
   b.
   c.
   d.
2. Suggested techniques
   a.
   b.
   c.
   d.

	Gr Eq	%tile	Low	Ave	High	Comments
C. Words in context of sentence	____	____	☐	☐	☐	____ ____

1. Suggested resources
   a.
   b.
   c.
   d.

	Gr Eq	%tile
V Spelling	____	____

A. Suggested resources
   1.
   2.
   3.
B. Suggested techniques
   1.
   2.
   3.

Gr Eq %tile Low Ave High Comments

VI Phonetic and structural analysis skills _____ _____ ☐ ☐ ☐ _____

A. Auditory

1. Hearing beg., middle, & end. sounds

a. Suggested resources

(1)

(2)

(3)

(4)

b. Suggested techniques

(1)

(2)

(3)

(4)

2. Blending _____ _____ ☐ ☐ ☐ _____

a. Suggested resources

(1)

(2)

(3)

(4)

b. Suggested techniques

(1)

(2)

(3)

(4)

Gr Eq %tile Low Ave High Comments

3. Sound discrimination _____ _____ ☐ ☐ ☐ ______________

   a. Suggested resources ______________

      (1)

      (2)

      (3)

      (4)

   b. Suggested techniques

      (1)

      (2)

      (3)

      (4)

4. Phonetic spelling _____ _____

   a. Suggested resources

      (1)

      (2)

      (3)

      (4)

   b. Suggested techniques

      (1)

      (2)

      (3)

      (4)

Gr Eq %tile Low Ave High Comments

B. Visual skills ______ ______

1. Syllabication

a. Suggested resources

(1)

(2)

(3)

(4)

b. Suggested techniques

(1)

(2)

(3)

(4)

2. Beg. & end. sounds ______ ______

a. Suggested resources

(1)

(2)

(3)

(4)

b. Suggested techniques

(1)

(2)

(3)

(4)

	Gr Eq	%tile	Low	Ave	High	Comments
VII Study skills	_____	_____	☐	☐	☐	_____ _____

A. Following directions

1. Suggested resources
   - a.
   - b.
   - c.
2. Suggested techniques
   - a.
   - b.
   - c.

B. Organization of ideas & of working habits ☐ ☐ ☐ _____ _____

1. Suggested resources
   - a.
   - b.
2. Suggested techniques
   - a.
   - b.

C. Sequential order of stories ☐ ☐ ☐ _____ _____

1. Suggested resources
   - a.
   - b.
   - c.
2. Suggested techniques
   - a.
   - b.
   - c.

	Gr Eq	%tile	Low	Ave	High	Comments
D. Dictionary skills	______	______				
1. Suggested resources						
a.						
b.						
c.						
d.						
2. Suggested techniques						
a.						
b.						
c.						
d.						
E. Encyclopedia skills	______	______				
1. Suggested resources						
a.						
b.						
c.						
d.						
2. Suggested techniques						
a.						
b.						
c.						
d.						

READING EVALUATION AND REPORT (13)

	Gr Eq	%tile	Low	Ave	High	Comments
VIII Behavior						
a. Areas related to reading difficulty						
1. During Testing						
2. In classroom						
3. At home						
4. on permanent record card						
5. On nurse's records						
6. by principal						

B. Summary

C. Recommendations (APPROVED BY PSYCHOLOGIST AND/OR PSYCHIATRIST)

Project KAPS
Office of Evaluation

To: All teachers of Daily Program and STAY

Subject: Demonstrating an understanding of instructional prescriptions as noted in objective S. E. #2 .

In section I below you will find a list of instructional prescriptions and a set of instructional activities. Simply by drawing connecting lines, match the prescription to a likely activity.

I Prescription	Activity
1. Michael should be given assignments that allow him to work independently as much as possible.	A. Set up a system of student group leaders.
2. Special material must be prepared in order to reduce the amount of actual reading James must do.	B. Utilize the Sullivan or any like individualized reading program.
3. Zelda seems to respond well to responsibility, some efforts to place her in situations of responsibility would be helpful.	C. Use Teacher-Made instruction sheets.

For Section II you are asked to write an instructional activity that is in performance agreement with the instructional prescription stated below.

II Prescription:

Billy is 15 years old with a reading level of 2.5. In an effort to raise his reading level the teacher is asked to provide him with elementary reading material on a mature level.

Earn and Learn
(Post School)
Secondary Student Response

DIRECTIONS:

This form is designed to assess the attitudes of students in this program.

The student is to read the statements on the form and check whether he believes the statement is Right or Wrong. If he believes the statement is Right, he checks the column under "R". If he believes the statement is Wrong, he checks the column under "W".

		R	W
1.	The teacher for whom I work cares about me.	____	____
2.	The tasks I perform for my supervising teacher are interesting.	____	____
3.	My supervising teacher takes time to explain things I don't understand.	____	____
4.	I enjoy the classroom work my teacher gives me better since I joined this program.	____	____
5.	The money from my work in this program helps me to buy some of the things I need.	____	____
6.	I wish I could make more money in this program.	____	____
7.	I would like to work in this program for the entire year.	____	____
8.	My grades seem to be getting better since I began work in this program.	____	____
9.	The Post School coordinator is very helpful to me.	____	____
10.	I am almost always on time for my work.	____	____

Project KAPS
Baltimore, Maryland 21205

Guidelines for STAY Center Operations

TYPE OF PUPIL TO BE RECOMMENDED FOR THE STAY CENTER

1. The underachiever
2. The withdrawn student
3. The hyperactive student
4. The student who rebels against authority in extreme and repetitive cases
5. The student with severe home problems which impede learning
6. The student who experiences excessive difficulty in learning in large group situations
7. The student who needs special, individualized attention
8. The emotionally unstable student
9. The student who has poor attendence
10. The student who has been assigned a special project in one of his classes

PROCEDURES FOR REFERRAL

1. The subject area teacher will identify and describe the student's positive as well as negative behavior.
2. The special assistant, regular school counselor, and subject area teacher will confer about the student.
3. The regular school counselor will send a student report form to all the teachers of the student.
4. Teachers will complete these forms and return them to the regular school counselor.
5. The regular school counselor and KAPS counselor will confer about the student.
6. The KAPS counselor will complete a student profile for "Recommendation to STAY".
7. The principal will be asked for his approval of the recommendation.
8. The KAPS counselor will notify the student's homeroom and subject area teachers of the student's recommendation and assignment to STAY.
9. The community assistant and social worker will inform the student's parents of his recommendation and assignment to STAY.
10. The student will be screened by the Pupil Service Team which includes the STAY counselor, social worker, community assistant, and psychologist.
11. The screening results will be presented to STAY teachers by the Pupil Service Team.
12. The student will be phased back to his regular classroom upon the recommendation of the STAY teachers and Pupil Service Team.

s/

PROJECT KAPS

To: STAY Components

Subject: Opportunities provided by STAY for parent contact and visitations

From: Office of KAPS Evaluation

Parent Product Objective Number I states that "100% of the parents of STAY students will accept one-half of the opportunities the school provides to obtain information about their children and interact with the STAY staff."

"Contact" may be a response to a letter, note, telephone call, P.T.A. conference or an actual visit. For each one of your students, please estimate as best you can the number of opportunities offered the parents for contacts and the number of such contacts actually made.

Student Name	Number of Opportunities	Number of Contacts

Baltimore City Public Schools
Division of Research and Development
Spring 1971

MANAGEMENT CHECKLIST
Project KAPS

1. NAME:

2. COMPONENT:

3. POSITION AND/OR RESPONSIBILITY AREA:

ANSWER ALL QUESTIONS BELOW WHICH ARE APPLICABLE TO YOU

4. Indicate the adequacy of the SPACE provided for your activity. If your answer is less than 95-100%, please indicate why.

   1. ☐ 95%-100%
   2. ☐ 75%-94%
   3. ☐ 50%-74%
   4. ☐ 25%-49%
   5. ☐ 0%-24%

   Comment:

5. Indicate when the SPACE necessary to your activity was provided.

   1. ☐ Ahead of time
   2. ☐ On time
   3. ☐ Late--indicate how late and what if any explanation was provided.

6. Indicate the adequacy of the EQUIPMENT provided for your activity. If your answer is less than 95%-100%, please indicate why.

   1. ☐ 95%-100%
   2. ☐ 75%-94%
   3. ☐ 50%-74%
   4. ☐ 25%-49%
   5. ☐ 0%-24%

   Comment:

7. Indicate when the EQUIPMENT necessary to your activity was provided.
   1. ☐ Ahead of time
   2. ☐ On time
   3 ☐ Late--indicate how late and what if any explanation was provided.

____

____

8. Indicate the adequacy of the MATERIALS provided for your activity. If your answer is less than 95%-100%, please indicate why.

1. ☐	95%-100%	Comment:________________
2. ☐	75%-94%	________________
3. ☐	50%-74%	________________
4. ☐	25%-49%	________________
5. ☐	0%-24%	________________

9. Indicate when the MATERIALS necessary to your activity were provided.
   1. ☐ Ahead of time
   2. ☐ On time
   3. ☐ Late--indicate how late and what if any explanation was provided.

____

____

10. Indicate the adequacy of the PERSONNEL provided for your activity. If your answer is less than 95%-100%, please indicate why.

1. ☐	95%-100%	Comment:________________
2. ☐	75%-94%	________________
3. ☐	50%-74%	________________
4. ☐	25%-49%	________________
5. ☐	0%-24%	________________

11. Indicate when the PERSONNEL necessary to your activity was provided.

1. ☐ Ahead of time
2. ☐ On time
3. ☐ Late--indicate how late and what if any explanation was provided.

____

____

12. Indicate the adequacy of the FUNDS provided for your activity. If your answer is less than 95%-100%, please indicate why.

1. ☐ 95%-100% Comment: ______________________________
2. ☐ 75%-94% ______________________________
3. ☐ 50%-74% ______________________________
4. ☐ 25%-49% ______________________________
5. ☐ 0%-24% ______________________________

13. Indicate when the FUNDS necessary to your activity were provided.

1. ☐ Ahead of time
2. ☐ On time
3. ☐ Late--indicate how late and what if any explanation was provided.

____

____

14. General comments: ____

____

____

____

BCPS:R & D: BIR
ERJ/NCC:fm
May, 1971

APPENDIX E

TEACHER ACCOUNTABILITY PLAN DATA

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2. Table 68 : Responses to Reaction Sheet for TAP Participants 191
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5. Table 70 : Responses to Teacher Accountability Program Staff Evaluation 197
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Reaction Sheet
for
TAP Participants

General Instructions: Please indicate your first reaction to each of the following items on the five point scale found below that item. If you want to comment on any rating please do so in the space provided for remarks. Please Do Not Sign This Evaluation Sheet.

The highest or best rating you can give an item is Five (5); the lowest or poorest, One (1). Each numerical rating is generally defined as follows:

5 = Excellent; Highest; Very Good; "Great".

4 = Above average; good; more than enough.

3 = Average; enough; adequate.

2 = Below average; poor; inadequate.

1 = Lowest; very poor; "Forget It".

1. How much has the "Buddy" program influenced your decision to stay in school?

____

5 4 3 2 1

Remarks: ____

____

____

2. To what extent has the "Buddy" program affected your attendance?

____

5 4 3 2 1

Remarks: ____

____

____

3. How aware has TAP made you of getting to school on time?

5 4 3 2 1

Remarks:

4. Do you feel that all of the tenth grade students should be assigned a "Buddy" teacher?

5 4 3 2 1

Remarks:

5. Have you had as many meetings with your sponsor as you feel as necessary to have an effective TAP program?

5 4 3 2 1

Remarks:

6. How would you rate the cultural experiences you have had by way of the TAP program?

5 4 3 2 1

Remarks:

7. Do you feel free to discuss all kinds of topics with your "Buddy"?

5 4 3 2 1

Remarks:

8. How much time has your "Buddy" given to you for help with schoolwook?

5 4 3 2 1

Remarks:

9. Please indicate your opinion of your "Buddy".

5 4 3 2 1

Remarks:

10. How would you rate the need for a TAP program in your school?

5 4 3 2 1

Remarks:

TABLE 68

RESPONSES TO "REACTION SHEET FOR TAP PARTICIPANTS"

		Questions									
		1	2	3	4	5	6	7	8	9	10
Responses	5	56	42	35	96	42	48	60	21	98	76
	4	45	45	57	30	46	55	36	45	32	40
	3	44	53	43	22	31	34	31	32	14	22
	2	4	4	9	1	15	9	10	18	2	6
	1	8	10	10	8	14	7	13	26	1	5
	N	157	154	154	157	148	153	150	142	147	149
	Mean Response	3.9	3.7	3.6	4.3	3.6	3.8	3.8	3.1	4.5	4.2

Average Response : 3:9

TABLE 69

RESPONSES TO "REACTION SHEET FOR TAP PARTICIPANTS" (SECOND ADMINISTRATION)

Questions (Posed to Students)

		1	2	3	4	5	6	7	8	9	10
Rating	5	20	12	20	30	13	15	25	12	44	32
	4	27	21	22	24	23	21	22	17	18	19
	3	22	30	20	13	22	18	19	23	3	17
	2	3	3	6	1	10	13	2	11	3	4
	1	6	7	6	4	6	5	3	10	1	2
	N	78	73	74	72	74	72	71	73	69	74
	Mean Responses	3.6	3.4	3.6	4.0	3.5	3.4	3.9	3.1	4.5	4.0

Average Response: 3.7

Teacher Accuntability Program
Staff Evaluation

This form is designed to assist in the evaluation of the TAP component of KAPS.

Instructions: Please indicate your first reaction to each of the following items on the five point scale found below that item. If you want to comment on any rating please do so in the space provided for remarks. Please Do Not Sign This Evaluation Sheet.

The highest or best rating you can give an item is Five (5) the lowest or poorest, One (1). Each numerical rating is generally defined as follows:

5 = your belief that the objective wasrreached.

4 = Above average, nearly reached the objective.

3 = Average, fair amount of success.

2 = Below average, poor, barely met the objective.

1 = Lowest, failed to meet the objective at all.

1. I have at least ten tenth grade students in my TAP group.

____

5 4 3 2 1

Remarks:____

____

____

2. A line of commuication has been established between my students and me.

____

5 4 3 2 1

Remarks:____

____

____

3. I feel that a real friendship exists between my group and me.

5 4 3 2 1

Remarks:

4. The students in my group feel free to discuss their problems and achievements with me.

5 4 3 2 1

Remarks:

5. Through cultural and recreational activities we have enriched the lives of the students in TAP.

5 4 3 2 1

Remarks:

6. A more positive attitude to learning situations and respect for peers is being developed.

5 4 3 2 1

Remarks:

7. I have provided intellectual, emotional, and social support for the students in my group.

5 4 3 2 1

Remarks:

8. My students are developing a sense of personal worth and fulfillment in school.

5 4 3 2 1

Remarks:

9. I have provided positive reinforcement for students who achieve.

5 4 3 2 1

Remarks:

10. Student attendance has improved through our group activities.

5 4 3 2 1

Remarks:

11. Personal home visits have been made where or whenever necessary.

____

5 4 3 2 1

Remarks:____

____

____

TABLE 70

RESPONSES TO "TEACHER ACCOUNTABILITY PLAN STAFF EVALUATION"

		Questions										
		1	2	3	4	5	6	7	8	9	10	11
Responses	5	11	6	5	4	2	0	5	2	5	1	7
	4	4	13	10	11	6	7	8	11	7	9	4
	3	1	2	6	6	8	11	7	7	6	6	3
	2	3	0	0	0	3	3	1	1	2	3	3
	1	2	0	0	0	2	0	0	0	1	1	4
	N	21	21	21	21	21	21	21	21	21	20	21
	Mean Responses	3.9	4.2	4.0	3.9	3.1	3.2	3.8	3.7	3.6	3.3	3.3

Average Response: 3.6

TABLE 71

RESPONSES TO "TEACHER ACCOUNTABILITY PLAN STAFF EVALUATION" (SECOND ADMINISTRATION)

Questions (Posed to Teachers)

Rating	1	2	3	4	5	6	7	8	9	10	11
5	8	4	5	2	2	3	4	2	3	2	4
4	4	5	6	7	5	2	4	2	5	2	3
3	0	4	1	3	3	4	5	8	3	6	4
2	1	0	0	1	0	4	0	0	1	2	2
1	0	0	0	0	3	0	0	0	0	0	1
N	13	13	12	13	13	13	13	12	12	12	14
Mean Response	4.5	4.0	4.3	3.8	3.2	3.3	3.8	3.5	3.8	3.3	3.5

Average Response: 3.7

APPENDIX F

COMPONENT TIME SCHEDULES - (prepared by members of the Project Staff)

Page
1. Daily Program 200
2. Earn and Learn 203
3. STAY Centers 204
4. Community Liaison Assistants 206
5. Staff Training 207
6. Teacher Accountability Plan 209
7. Management 210

TIME SCHEDULE--DAILY PROGRAM COMPONENT

February	March	April	May	June
1. Planning Mathematics Activities for Pilot Classes #133 Staff Meeting - Kennedy Inst.	Skills Center Observation - Reading #133 Mathematics Observation-#133 Senior Teachers - Demonstration of Mathematics Materials	Mathematics Laboratory Observation #133	1. 2. 3. Evaluating Math Activities #133 Staff Meeting - Kennedy	
2. Pilot Teachers Meeting - #133 Discuss Team Teaching Orientation Session "Oral Language Drills" - #57 All English Teachers Mathematics Observation - #109	Staff Meeting - Kennedy Pilot Teachers Meeting Prepare Presentation of Oral Language Drills #133 Mathematics Observation #57		4. Evaluating Language Arts Activities with Resource Teachers #133 Pilot Teachers Meeting 5. Evaluating Language Arts Activities - #57 Writing Teams Working in Schools	
3. Meeting with Clinician #133 Ordering Testing Materials in Reading Setting Up Oral Language Schedule for English Teachers -#57 Mathematics Observation - #102 Orientation Session - Writing Teams	Writing Teams at Work in Schools Planning Meeting - Math Workshop - #109 Demonstration of Oral Language Drills - #57		6. Planning Session for Language Arts Workshop #133 7.	Kluster Meeting Week of 7th - Ordering Materials and Supplies for the 1971-72 School Year Resource Teachers and Senior Teachers
4. Writing Vocabulary Exerciese with Language Arts Resource Teachers #133 Planning Mathematics Activities for Mathematics Laboratory - #133	Mathematics Observation - #133 Set Up Demonstration of Oral Language Drills with Resource Teachers - #133		8. 9. 10. Staff Meeting - Kennedy Evaluating Math Activities #133 Week of 10th - Resource Teachers and Senior Teachers Administering Post Tests	
5. Language Arts Observation and Conference-Senior Teacher #2 Schedule of Students in Mathematics Laboratory due #57	Language Arts Observation - #57 Resource Teacher	Mathematics Observation #133 Staff Meeting - Kennedy	11. Pilot Teachers Meeting Workshop on Language "Bidialectism" #133 - All English Teachers #57 and #137 Resource Teachers Meeting Preparing for 1971-72 School Year	
6.		Pilot Teachers Meeting Distribute Vocabulary Booklet to all Teachers at #133	12. Follow-Up to Workshop on Language #57 Writing Teams Working in Schools	
7.		Writing Teams working in Schools Meet with English Supervisors to discuss Reading Programs at #57 and #1	13. Follow-Up on Workshop on Language - #133 Evaluating Math Laboratory Activities - #133	
8. Senior Teachers Meeting - Designing an Evaluation Form for Students Planning Mathematics Activities for Pilot Classes #133 Staff Meeting - Kennedy	Planning Pilot Class Mathematics Activities #133 Language Arts Observation #57 - Resource Teacher Staff Meeting - Kennedy	Mathematics Laboratory Observation - #133	14. Staff Identified for 1971-72 School Year 15.	Staff Meeting - Kennedy Week of 15th - Programs due from Pilot, Senior and Resource Teachers
9. Pilot Teachers Meeting - #133 Writing Vocabulary Exercises - #133 Mathematics Observation-#139 Resource Teachers Meeting - Evaluation Design	Pilot Teachers Meeting Presentation and Demonstration - Oral Language Presentation #133 Follow-Up of Math Material Demonstration at #139 Resource Teachers Meeting - Review Films	Spring Vacation 9-16	16. 17. Week of 17th - Resource Teachers & Senior Teachers Correct & Analyze Post Tests Evaluating Math Activities of Pilot Classes #133 Staff Meeting - Kennedy	

TIME SCHEDULE--DAILY PROGRAM COMPONENT (Continued)

February	March	April	May	June
10. Mathematics Observation - #2 Writing Teams - Inventory of Materials in Schools Planning Meeting - Math Workshop - #109 Begin Implementation of Oral Language Program - #57	Mathematics Workshop - #109 Meet with L.A. Resource Teacher at #57 to Study new Reading Program Writing Teams at Work in Schools		18. Pilot Teachers Meeting Discuss Post Tests in Reading with Resource Teachers #133 Senior Teachers Meeting - Preparing for 1971-72 School Year	
11. Preparation for Washington Visitors - #133 - Language Arts and Math Resource Teachers	Meet with L.A. Resource Teachers #133 to discuss progress of Math Reading Program		19. Discuss Post Test in Reading With Resource Teachers #57 Writing Teams Working in Schools 20. Discuss Plans 1971-72 School Year-L.A. Resource Teachers #133	
12.	Planning Mathematics Laboratory Activities #133 L.A. Observation - #133 Resource Teacher Follow-Up of Math Material Demonstration at #2		21. 22. 23. 24. Revising Math Activities for Pilot Classes #133 Staff Meeting - Kennedy	
13. 14. 15.	Staff Meeting - Kennedy Implement Oral Language Program - #133		25. Discuss Plans for 1971-72 School Year - Language Arts #133	
16. Pilot Teachers Meeting Senior Teachers Meeting - Evaluation Design Revise vocabulary exercises- Language Arts Resource Teachers - #133	Pilot Teachers Meeting Demonstration of MOTT Reading Program - #133 Follow-Up of Math Material Demonstration and Workshop at #109 Senior Teachers Meeting First Draft (typed) - #133 vocabulary exercises due		26. Writing Teams Working in Schools Discuss Plans for 1971-72 School Year - L.A. #57 27. Revising Math Laboratory Activities #133 28. Daily Program Newspaper Due Week of 24th - Resource Teachers and Pilot Teachers Record Data from Post Testing Results	
17. Visitors from Washington Writing Teams at Work in Schools Progress Report due on Implementation of Oral Language Program - #57	Follow-Up of Math Material Demonstration at #102 Continue to Study New Reading Program #57			
18. Planning Mathematics Laboratory Activities #133 Meet with L.A. Resource Teachers #133 to prepare for Demonstration on 2-22	Follow-Up of Math Material Demonstration at #116 Planning Math Laboratory Activities at #133 Proof Read Vocabulary Booklet with Resource Teachers #133			
19. 20. 21.		Kluster Meeting - Kennedy Pilot Teachers Meeting Senior and Resource Teachers Meeting - Final Plans for Open House Writing Teams at Work in Schools Math Laboratory Observation #133		
22. Planning Math Activities for Pilot Classes - #133 Staff Meeting - Kennedy #133 Departmental Meeting Demonstration of New Materials in English	Proposal Writing 22-26 Staff Meeting - Kennedy			

TIME SCHEDULE-DAILY PROGRAM COMPONENT (Continued)

	February	March	April	May	June
23.	Pilot Teachers Meeting Revise Vocabulary Exercises #133 Schedule for Assigned Classes in Math Laboratory Due #57				
24.	Meet with L.A. Resource Teacher #57 to plan Oral Language Demonstration	Writing Teams at Work in Schools			
25.	Final Revision of Vocabulary Exercises due #133 Planning Math Activities for Math Laboratory - #133				
26.			Senior Teachers Meeting - Prepare for Post Testing Discuss Post Testing at #133 (Mathematics)		
27.			Staff Meeting - Kennedy Discuss Post Testing at #133 (Language Arts)		
28.	Daily Program Newspaper due		Pilot Teachers Meeting KAPS Open House Writing Teams at Work in Schools		
29.		Staff Meeting - Kennedy Planning Math Activities for Pilot Classes - #133	Discuss Post Testing at #57 in Language Arts and Math Discuss Post Testing at #133 (Mathematics)		
30.		Pilot Teachers Meeting Final Draft of Vocabulary Booklet due	Senior Teachers and Resource Teachers submit inventory of materials and supplies Evaluation of Daily Program Staff Due		
			Week of 26th - Meet with Administrative Staff of each school to discuss plans		

TIME SCHEDULE-EARN AND LEARN COMPONENT

	January	February	March	April	May	June
1.		Staff Meeting - Kennedy Ins. Definite Time Schedule for Driver Ed Program Tutorial Site Visit #109A	Staff Meeting Tutorial Site Visit-#109	1. Tutorial Site Visit-#109A 2. 3.	Staff Meeting 3-31 Recruit Students for Tutorial & Post School Program for fall of '71	Last Tutoring Session
2.						
3.						
4.		Tutorial Site Visit-#139		4.		
5.				5. Staff Meeting	Tutorial Site Visit-#116	Last Post School Session
6.				6. Tutorial Site Visit #102		
7.				7.		
8.		Staff Meeting-Kennedy Ins.	Staff Meeting Establish Open House Committee	8. Last day for adding new tutors Spring Holiday(9-18 incl.)		Staff Meeting KAPS Kluster Meeting
9.		Tutorial Site Visit-#102				
10.		Work Site Visit - #57	Tutorial Site Visit - #139	9.		
11.		KAPSULE Report Budget Transfers Tele-School Meeting Kennedy Institute		10. 11.	Staff Meeting	
12.				12. 13.	Tutorial Site Visit-#2	
13.						
14.				14.		Staff Meeting
15.			Staff Meeting Earn and Learn - #102 Tele-School Meeting	15.		
16.		Tele-School Meeting #133 Earn and Learn Meeting #102 Hospitality House Visit Vacation Schedule Due 1st and 2d preferences		16.		
17.				17.	Staff Meeting	
18.		Work Site Visit - #133		18.	Tele-School Meeting Earn and Learn Meeting-#102	
19.	Withdrawal of Supportive Services Tele School Tele-School Meeting-#133 Earn and Learn Meeting	Tutorial Supervisors--#139	Tutorial Supervisors-#139	19. Staff Meeting		
20.	Tutorial Site Visit #109			20. Tele-School Meeting-#133 Earn and Learn Meeting		
21.	Tutorial Site Visit - #2			21.	Tutorial Supervisors	Staff Meeting
22.	Dr. Vavrina's office Tutorial Recruiters Post School Coordinators - #133	Staff Meeting-Kennedy Ins. Work Site Visit-#57	Staff Meeting	22.		
23.		Post School Workers	Tutorial Site Visit-#116	23. Tutorial Supervisors-#102		
24.				24.	Staff Meeting	
25.	KAPS Kluster Meeting-#102			25.		
26.	Second Budget Report Hartz-Brown-Kennedy Ins. Response to Critique of Evaluation Design Mini Kluster Meeting	First Interim Evaluation Report Third Budget Report	Tutorial Recruiters Post School Coordinators #1	26. Staff Meeting 27. Work Site Visit-#133 28. KAPS Open House	Tutorial Recruiters Post School Coordinators - #133	Staff Meeting
27.	Janis Langley Mr. Hirsh- Kennedy Ins. Tutorial Site Visit-#116			29. Tutorial Site Visit-#139		
28.				30.		
29.	KAPS Visits USOE		Staff Meeting	31.		
30.						
31.			Work Site Visit-#133			

TIME SCHEDULE--STAY CENTERS

	February	March	April	May	June
1.	#57 Staff Meeting "Planning for Second Semester"	Rescheduling 9th Graders Psycho. & Psychi. Meeting Group Encounters Work Session with Psych. Work Session with Couns. #2	PST Rev. Conf. #2 Work Session with Psy. Group Encounters		Phase-Back Conf. #2 Group Encounters
2.	Social Workers Staff Mtg. Calvert & 23d		Group Encounters Work Session with Counselors #2 PST Rev. Conf. #57		Group Encounters SW Staff Meeting
3.		SW Staff Meeting Work Session with Teachers #2 Group Encounters		Psycho. & Psychi. Group Encounters	Group Encounters PST Rev. Conf. #2
4.	4-6 Counselors & Psychologist attend APCA Conference	Phase-back Conf. #2 Group Encounters PST Rev. Conf. #2		Group Encounters Work Session with Counselor #57	Group Encounters PST Rev. Conf. #57
5.	Mid Year Surveys Due	PST Rev. Conf. #57 Group Encounters	Psychol. & Psychi. Group Encounters	Group Encounters Work Session with Psy. SW Staff Meeting	
6.			Group Encounters Work Session Teacher #2	PST Rev. Conf. #2 Group Encounters	
7.			Work Session Teacher #57 SW Staff Meeting Group Encounters Group Encounters Work Session with Counselor #57 PST Rev. Conf. #2	PST Rev. Conf. #57 Group Encounters Work Session with Counselor #2	Psycho. & Psychi. Group Encounters
8.	Psychologist & Psychiatrist Meeting #2	Psycho. & Psychi. Mtg Group Encounters			
9.	STAY and #57 Adm. Staff Mtg.	Students grouped according to Subject Area Group Encounters Work Session with Counselors #57			Group Encounters Group Encounters
10.		Work Session with Teachers #57 Group Encounters		Psycho. & Psychi. Group Encounters Group Encounters	Group Encounters: Staff Meeting PST Rev. Conf. #2 PST Rev. Conf. #57 Group Encounters
11.		PST Rev. Conf. #2 Work Session with Psychologist Group Encounters Staff Meeting #2			
12.		PST Rev. Conf. #57 Group Encounters Psycho. & Psychi. Logs are due Work Session with Counselor #2		Group Encounters Work Session with Teachers #57	
13.				PST Rev. Conf. #2 Group Encounters Staff Meeting #2 PST Rev. Conf. #57 Work Session with Teacher #2 Group Encounters	
14.					14-18 All Data Compiled and Completed Logs are Due
15.					
16.	Logs are Due Student Encounter #57 Work Session Teacher #2 Rescheduling 7th Graders	Work Session with S. W.			
17.	Group Encounters #2 & #57 SW Staff Meeting	SW Staff Meeting		Psycho. & Psychi. Work Session with SW Group Encounters Group Encounters	
18.	Pupil Service Team Review Conf. #2 Group Encounters #2 & #57	PST Rev. Conf. #2 Work Session with Counselor #57			

TIME SCHEDULE-STAY CENTERS (Continued)

	February	March	April	May	June
19.	Group Encounters	Group Encounters PST Rev. Conf. #57	Psycho. & Psychi. Group Encounters	SW Staff Meeting Group Encounters	
20.			Group Encounters	Group Encounters PST Rev. Conf. #2	
21.		Psycho. & Psychi.	Group Encounters	PST Rev. Conf. #57 Group Encounters	
22.		Phase-back Conf. #57 Group Encounters	Group Encounters PST Rev. Conf. #2 Phase Back Conf. #2 Work Session SW		
23.	Group Encounters Rescheduling 8th Graders	Group Encounters Work Session Teachers #57	PST Rev. Conf. #57 Group Encounters		
24.	Group Encounters	Group Encounters		Group Encounters Psycho. & Psychi. Phase-back Conf. #57	
25.	PST Rev. Conf. #2 Group Encounters	Group Encounters PST Rev. Conf. #2		Group Encounters End of Year surveys Due	
26.	Group Encounters PST Rev. Conf. #57 Fact Sheet Due	PST Rev. Conf. #57 Group Encounters Fact Sheet Due	Psycho. & Psychi. Fact Sheet Due	Fact Sheet Due Group Encounters	
27.			Group Encounters Work Session with Psy.	Group Encounters PST Rev. Conf. #2	
28.			Group Encounters	PST Rev. Conf. #57	
29.		Psycho. & Psychi. Group Encounters	Group Encounters PST Rev. Conf. #2	Group Encounters	
30.		Group Encounters	PST Rev. Conf. #2 Staff needs for 71/72 Due Materials, supplies, equipment Needs Due Inventory Due		
31.		Group Encounters	Group Encounters		

TIME SCHEDULE--COMMUNITY ASSISTANTS COMPONENT

	January	February	March	April	May	June
1.		Small Group Meeting				
2.		Reports Due	Reports Due	Reports Due	Fund Raising Project	Article--Newsletter Conferences 1-4
3.						Reports Due
4.		Staff Meeting	Workshop-Conversational English		Reports Due	
5.						Conferences 1-4
6.					Report to Evaluator	
7.	Special Meeting				Workshop--Individual Conferences	
8.						
9.						
10.		Panel: Federal Programs				
11.			Workshop--Conversational English			Staff Meeting
12.	Conferences 12-22					Reports Due (Summary)
13.						
14.					Workshop--Individual Conferences	
15.	CIA Bulletin	CIA Bulletin	CIA Bulletin 15 Report to Evaluator 15	CIA Bulletin	School Bulletin	
16.					CIA Bulletin	CIA Bulletin
17.		Staff Meeting -Washington				School Bulletin, KAPSULE Report
18.			Staff Meeting 18 Workshop--Conversational English			
19.		School Bulletin				
20.	Tour #57 Social Security					
21.						
22.			Conferences 22-26		Workshop--Individual Conferences	
23.					Staff Meeting	Report to Evaluator
24.		Sex Education Seminar 24 &				
25.	KLUSTER Meeting	Sex Education Seminar 25 Staff Meeting 25 Article--Newsletter				
26.						
27.	Report to Evaluator					
28.						
29.	Visit to USOE				Workshop--Individual Conferences	
30.				Staff Meeting	Culminating Activity	

TIME SCHEDULE..STAFF TRAINING: BEHAVIOR MODIFICATION IMPLEMENTATION

	February	March	April	May	June
1.	Beh.Mod.Implementation Planning Designing Implementers' Job Description Ident. Implementer	March Fact Sheet Due Teacher Obs.	April Fact Sheet Due Teacher Obs. Mod. Squad Mtg. (Elem)		Fact Sheet Due Inventories Due Teacher Obs.
2.	Work Session Notification of Implementer Ident. of New Homeroom Teachers Planning Implementation Procedures	Teacher Obs. Purchasing Items	Teacher Obs.		Teacher Obs. Teacher Training at #242 (West) Spot Obs. & Consult. 2-109 Mod. Squad Mtg.#57
3.	Interviewing Aide for Mod House Designing Implem.Flow Chart	Teacher Obs. Beh.Mod.Imple. #133 Mtg. with Area E Sup. Mod. Squad #57 Mtg.		May Fact Sheet Due Teacher Obs.	Mod.Squad Mtg.Elem. Materials, equipment, etc. Needs for 71/72 Teacher Obs.
4.	Mtg.with Brose-DeGruchy, etc. "Mod House Items" Beh.Mod.Workshop (Sect.A) Federalsburg, Md. Visitors	Mod.Squad Elem. Mtg. Teacher Obs. Brainstorming mini "SS Model"		Teacher Obs.	Teacher Obs.
5.	Purchasing Mod House Items Designing Teacher Observation Sheet Establishing Obs. Procedures Ident.Mod. Squad #57 Members	Teacher Obs.	Preliminary Draft for Unit C (71/72) Identification 71/72 Staff Needs Teacher Obs.	Teacher Obs. Spot Obs. & Consult.#116 & 139 Mod.Squad #57 Mtg. Teacher Training at #242 (West) Teacher Training at #205 (Jolley)	
6.	Beh.Mod.Workshop (Sect.B)		Teacher Obs. Purchasing Mod.House Items	Teacher Obs. Mod Squad #57 Mtg.	
7.			Beh.Mod.Imple. #116 Teacher Training at #242 (West) Teacher Obs.	Teacher Obs.	Teacher Obs.
8.	Requisitions Due in ESEA Implem. Flow Chart Due	Draft of mini SS Proposal Due Purchasing Items Teacher Obs. Work Session (Beh.Mod.Handbook)	Purchasing Mod.House Items Mod.Squad Elem. Mtg. Teacher Obs. Mod. Squad #57 Mtg.		Teacher Obs.
9.	Ident. of Elem.Mod.Squad Purchasing Items	Teacher Obs. Purchasing Items			Teacher Obs. Teacher Training at #242 (West)
10.	Orient. of Mod. Squad #57 Preparing Observation Schedules	Teacher Obs. Finalizing Area E Training Program Beh.Mod.Imple. #2 Teacher Training at #205 (Jolley) Mod.Squad #57 Mtg.		Teacher Obs. Work Session	Final Teacher Statistics Due
11.	Beh.Mod.Implem. in New Classes #57 Beh.Mod.Workshop (Sect.A) Notification of Mod Squad Elem. Purchasing Items	Mod.Squad Elem. Mtg. Teacher Obs.		Teacher Obs.	
12.		Work Session with Langley Teacher Obs.		Teacher Obs. Teach. Training at #205 (Jolley) Spot Obs. & Consult. #2 & 109 Mod.Squad #57 Mtg.	
13.				Mod.Squad Elem. Mtg. Teacher Obs. Work Session	
14.				Teacher Obs.	
15.		Statistical Reports Due			Final Student Statistics Due

TIME SCHEDULE---STAFF TRAINING: BEHAVIOR MODIFICATION IMPLEMENTATION (Continued)

	February	March	April	May	June
16.	Aide Begins Work Special Events for March Due Teacher Obs.	Teacher Obs. Proposal for Related SS Workshop Due			Final Student Statistics Due
17.	Teacher Obs. Truancy Prevention Visits Mod.Squad #57 Mtg.	Teacher Obs. Teach. Training at #205 (Jolley) Work Session with Langley Teacher Training at #242 (West) Beh. Mod. Imple. #102 Mod.Squad #57 Mtg. Mod.Squad Elem. Mtg. Teacher Obs.		Teacher Obs. 17-21 Post-Testing Pilot Classes	
18.	Teacher Obs. Mod.Squad Elem. Mtg			Teacher Obs. Work Session "Beh.Mod.Handbook" Special Events for June Teacher Obs. Teacher Training at #242 (West) Spot Obs. & Consult. #102 & 133 Teacher Training at #205 (Jolley) Mod.Squad #57 Mtg. Mod.Squad Elem. Mtg. Work Session Teacher Obs. Teacher Obs.	Daily Logs Due All Data Compiled Final Plans for SS Workshop
19.	Planning Visit to Florida Beh.Mod.Imple. in STAY #57 Teacher Obs.	Teacher Obs. Special Events for April	Special Events for May Work Session "Beh.Mod. Handbook" Teacher Obs. KAPS Kluster Mtg. Purchasing Mod House Items Work Session Teacher Obs. Spot Obs. & Consult.#2 & 109 Work Session Teach. Training #205 (Jolley) Teacher Obs. Teach. Training at #242 (West) Mod.Squad #57 Mtg. Mod.Squad Elem. Mtg. Teacher Obs. Teacher Obs.		
20.					
21.					
22.	Mtg. with Area E Sup. Teacher Obs.	Ident. of Unit C Teachers for 71/72 -Teacher Obs. Teacher Obs.			
23.	23-26 Visit to Florida School System Planning Beh.Mod.Training for 2 Area E Elem Schools Teacher Obs.				
24.	Teacher Obs. Beh.Mod.Imple. in STAY 2 Mod.Squad #57 Mtg.	Teacher Obs. Teach.Training at #205 (Jolley) Beh.Mod.Imple #139 Mod.Squad #57 Mtg. Mod.Squad Elem.Mtg. Teacher Obs. "Teacher Assignments" #57 Admin. Staff Mtg. Learning Center Colloquium		Teacher Obs. 24-28 Visits to Neb & Oakland Title VIII	
25.	Mod.Squad Elem.Mtg. Teacher Obs. Learning Center Colloquium			Teacher Obs.	
26.			Teacher Obs. Work Session	Spot Obs. & Consult. 116-133 Teach. Training at #242 (West) Teacher Obs. Mod.Squad #57 Mtg. Mod.Squad Elem. Mtg. Teacher Obs. Teacher Obs. Daily Logs Due	
27.			Teacher Obs. Purchasing Mod House Items Teacher Obs. Teach. Training at #205 (Jolley) Spot Obs. & Consult #133 & 102 Mod.Squad #57 Mtg. Teacher Obs. Mod.Squad Elem. Mtg. Teacher Obs. Daily Logs are Due		
28.					
29.		Teacher Obs.			
30.		Teacher Obs.			
31.		Teacher Obs. Teach. Training #205 (Jolley) Beh.Mod.Imple. #109 Teach. Training at #242 (West)			

TIME SCHEDULE--TEACHER ACCOUNTABILITY PLAN

February	March	April	May	June	July
Selection of Activities for March 4 weeks hence	Selection of Activies for April 4 weeks hence		Selection of Activities for June 4 weeks hence		
Monthly Attendance	Monthly Attendance	Monthly Attendance	Monthly Attendance	Monthly Attendance	
Clarify time and meeting place	Clarify time and meeting place		Clarify time and meeting place		
Plan substitute sponsor escort	Plan substitute sponsor escort		Plan substitute sponsor escort		
Preparation for the Activity	Preparation for the Activity		Preparation for the Activity		
Follow Up on Activity during Tutorial Session	Follow-Up on Activity during Tutorial Session		Follow-Up on Activity during Tutorial Session		
Biweekly tutoring with Buddies	Biweekly tutoring with Buddies	Biweekly tutoring with Buddies	Biweekly tutoring with Buddies	Biweekly tutoring with Buddies	
Daily Attendance check by sponsors	Daily Attendance check by sponsors	Daily Attendance check by sponsors	Daily Attendance check by sponsors	Daily Attendance Check by sponsors	
Contact absentees	Contact absentees	Contact absentees	Contact absentees	Contact absentees	
Record findings on Attendance sheet for collections biweekly	Record findings on attendance sheet for collections biweekly	Record findings on attendance sheet for collections biweekly	Record findings on attendance sheet for collections biweekly	Record findings on attendance sheet for collections biweekly	
TAP-O-GRAM Publication	TAP-O-GRAM Publication	TAP-O-GRAM Publication	TAP-O-GRAM Publication	TAP-O-GRAM Publication	
Advisors check folders	Advisors check folders	Advisors check folders	Advisors check folders	Advisors check folders	
Conference with sponsors	Conference with sponsors	Conference with sponsors	Conference with sponsors	Conference with sponsors	
Adjust pay of sponsor Teachers	Adjust pay of sponsor Teachers	Adjust pay of sponsor Teachers	Adjust pay of sponsor Teachers	Adjust pay of sponsor Teachers	

TIME SCHEDULE-MANAGEMENT COMPONENT

	January	February	March	April	May	June	July	August
1.				1.Evaluation of Project Staff Begins Fourth FY 71 Budget Balance Due			1.Order FY 72 Needs 1-31	FY 72 Project Orders are due
2.							2.Move to Larger Facilities	
3.			KAPS Staff-Discussion of FY 72 Proposal Format	2.FY 72 Budget Due At the FPA Office Response to Interim Critique Report Complete Typing of Proposal			3.	
4.		Conference-Auditor Principal's Meeting					4. 5.	
5.				3.	Terminate a FY 71 Requisitions USOE On-Site Visits 3-7 Continuation Proposal for FY 72 Reassignment due	Master Inventory List Due	6.	
6.								
7.							7.	
8.			Open House Committee Meets	4.Assemble Proposal 4-8			8.	
9.		PERT Charts Complete	Title VIII Conference Seattle, Wash. 9-12	5.			9.	
10.		Conference in Denver 10-11		6.			10.	
11.		Second Budget-Transfer Due	Open House Guest List Due	7.	Requests for Staff FY 72 Reassignment due	Meeting - KIUSTER Order FY 72 Needs 7-30	11. 12.	
12.				8.Estimated FY 71 Expenditure				
13.				9.Spring Vacation 9-16			13.	Critique of Final Evaluation Report
14.				10.	List for Additional Project Personnel Due Job Descriptions for new Personnel due		14.	
15.							15.	
16.		KAPSULE News Due	Open House Agenda Due Meeting- KIUSTER	11. 12. 13.			16.	
17.		Vacation Schedule Due Hospitality House Visitors (50					17.	
18.		Advisory Council Meeting	Staff Meeting to discuss FY 72 Proposal 18-19 Critique of Interim Evaluation Report Due				18. 19.	
19.				14.	Summer Plans are due in Office Identification of Summer Staff needed due		20.	
20.								
21.							21.	
22.			Rough Draft of FY 72 Component Budget Evaluation of Component Objectives Due Group & Individual Proposal Writing Sessions 22-26 USOE Visits the Project 22-24 Statistical Data to Support Proposal	15. 16. 17.	School Inventory List Due 17-21		22. 23. Final Evaluation Reports Due 24.	
23.							25.	
24.			Open House Folders Due	18. 19.Meeting-KIUSTER			26.	
25.			Principal's Meeting	20.KAPSULE News due			27.	
26.	Meeting-KIUSTER Second FY 72 Budget Report Due Evaluator's Response to Critique of Design Due	Interim Evaluation Report Due Third Budget Report Due		21. 22. 23. 24. 25.			28. 29.	
27.				26. City Wide Testing 26-30 27.	Principal's Meeting		30.	
28.								
29.	KAPS Staff Visits USOE		Conference with Auditor Meeting with Asst. Superintendents	28. Open House 29.		Begin Summer Program	31.	Response to Final Audit Conference-Auditor
30.				30.Complete Evaluation of Project Staff	KAPSULE News due List of Personnel for School Com.'s Approval			
31.			Typing of Proposal 29-April					

APPENDIX G

PROFILE RECORD CARDS

Page

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2. Earn and Learn Profile 214
3. Community Liaison Profile 215
4. STAY Component Profile 216
5. Teacher Accountability Plan Profile 217

Entry Year: ______________

KAPS STUDENT PROFILE

____

1. Pupil Number (use automated number):

☐	☐	☐	☐	☐	☐	☐	☐	☐
3								11

2. Pupil Name (last, first, middle):

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12																			31

3. School and Grade:

1968-69	☐☐☐	☐☐
	32	36
1969-70	☐☐☐	☐☐
	37	41
1970-71	☐☐☐	☐☐
	42	46
1971-72	☐☐☐	☐☐
	47	51
1972-73	☐☐☐	☐☐
	52	56
1973-74	☐☐☐	☐☐
	57	61

4. Participation in KAPS Components:

	DP	CLA	E&L	TAP	STAY
1969-70	☐	☐	☐	☐	☐
	12				16
1970-71	☐	☐	☐	☐	☐
	17				21
1971-72	☐	☐	☐	☐	☐
	22				26
1972-73	☐	☐	☐	☐	☐
	27				31
1973-74	☐	☐	☐	☐	☐
	32				36

5. Attendance Data:

	Days Tardy	% Tardy	Days Absent	% Absent	Days Present	% Present	Days on Roll
1968-69	☐☐☐	☐☐	☐☐☐	☐☐	☐☐☐	☐☐	☐☐☐
	37	40	42	45	47	50	52
1969-70	☐☐☐	☐☐	☐☐☐	☐☐	☐☐☐	☐☐	☐☐☐
	55	58	60	63	65	68	70
1970-71	☐☐☐	☐☐	☐☐☐	☐☐	☐☐☐	☐☐	☐☐☐
	12	15	17	20	22	25	27
1971-72	☐☐☐	☐☐	☐☐☐	☐☐	☐☐☐	☐☐	☐☐☐
	30	33	35	38	40	43	45
1972-73	☐☐☐	☐☐	☐☐☐	☐☐	☐☐☐	☐☐	☐☐☐
	46	49	51	54	56	59	61

6. **Achievement Data:**

	Avg. Grade	-Read. Comp-		-Larg. Total-		-Arith Comp-		-Arith Reason-	
		R.S.	G.E.	R.S.	G.E.	R.S.	G.E.	R.S.	G.E.
1968-69	☐☐ 30	☐☐ 32	☐☐☐.☐ 34	☐☐ 38	☐☐☐.☐ 40	☐☐ 44	☐☐☐.☐ 46	☐☐ 50	☐☐☐.☐ 52 55
1969-70	☐☐ 12	☐☐ 14	☐☐☐.☐ 16	☐☐ 20	☐☐☐.☐ 22	☐☐ 26	☐☐☐.☐ 28	☐☐ 32	☐☐☐.☐ 34 37
1970-71	☐☐ 38	☐☐ 40	☐☐☐.☐ 42	☐☐ 46	☐☐☐.☐ 48	☐☐ 52	☐☐☐.☐ 54	☐☐ 58	☐☐☐.☐ 60 63
1971-72	☐☐ 12	☐☐ 14	☐☐☐.☐ 16	☐☐ 20	☐☐☐.☐ 22	☐☐ 26	☐☐☐.☐ 28	☐☐ 32	☐☐☐.☐ 34 37
1972-73	☐☐ 38	☐☐ 40	☐☐☐.☐ 42	☐☐ 46	☐☐☐.☐ 48	☐☐ 52	☐☐☐.☐ 54	☐☐ 58	☐☐☐.☐ 60 63
1973-74	☐☐ 12	☐☐ 14	☐☐☐.☐ 16	☐☐ 20	☐☐☐.☐ 22	☐☐ 26	☐☐☐.☐ 28	☐☐ 32	☐☐☐.☐ 34 37

Year: ____________

EARN AND LEARN PROFILE

Pupil Name (last, first, middle): ______________________________

Pupil Number: ☐☐☐ ☐☐ ☐☐☐☐

Pupil School and Grade: ☐☐☐ ☐☐

____

Pupil E&L Participation

☐ Elementary
☐ Secondary Post-School
☐ Teleschool
☐ Tutorial

Dates of E&L Participation

	Mo.		Da.	
Start	☐	☐	☐	☐
End	☐	☐	☐	☐

MONTHLY PROFILE

	ATTENDANCE DATA				Attitude (1-5)	WORK DATA			Average Grade	SUBJECT FAILURE DATA		
	Days Tardy	Days Absent	Days Present	Days on Roll		On Time %	Atten - dance %	Perform- ance (1-5)		Number	Names	In Tu- torial?
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												
TOTAL E&L												

Year: ______

STAY COMPONENT PROFILE

______

Pupil Name (last, first, middle): ______

Pupil Number: ☐☐☐ ☐☐ ☐☐☐☐

Pupil School and Grade: ☐☐☐ ☐☐

STAY Center Number and Teacher ☐☐☐ ______

Dates of STAY Experience:

	Mo.	Day
Start	☐☐	☐☐
End	☐☐	☐☐

MONTHLY PROFILE

	ATTENDANCE DATA				SUSPENSION DATA				
	Days Tardy	Days Absent	Days Present	Days on Roll	Number	No. of Days Out	Before STAY	During STAY	After STAY
September									
October									
November									
December									
January									
February									
March									
April									
May									
June									
TOTAL									

COMMUNITY LIAISON PROFILE

Year: ____________

Pupil Name (last, first, middle):

Community Assistant Name:

Pupil Number:

Pupil School and Grade:

Dates of Pupil Involvement With CLA:

	Mo.	Da.
Start		
End		

MONTHLY PROFILE

	ATTENDANCE DATA				Classroom Participation (1-5)	Complete Homework (1-5)	Average Grade	CLA Contracts	Parent Contacts
	Days Tardy	Days Absent	Days Present	Day on Roll					
September									
October									
November									
December									
January									
February									
March									
April									
May									
June									
TOTAL									

TEACHER ACCOUNTABILITY PLAN PROFILE

Year: ____________

Pupil Name (last, first, middle) ____________________

Name of Sponsor Teacher: ____________________

Pupil Number: ☐☐☐ ☐☐ ☐☐☐☐

MONTHLY PROFILE

	ATTENDANCE DATA				Average Grade	ACTIVITIES - OFFERED & ATTENDED				
	Days Tardy	Days Absent	Days Present	Days on Roll		Social	Cultural	Recreational	Sports	Total
September										
October										
November										
December										
January										
February										
March										
April										
May										
June										
TOTAL										